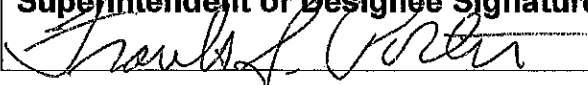


SIG Form 1—Application Cover Sheet**School Improvement Grant (SIG)
Application for Funding****APPLICATION RECEIPT DEADLINE
Sep 1, 2010, 4 p.m.**

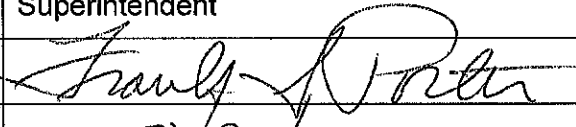
Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

County Name: Sacramento		County/District Code: 34/76505
Local Educational Agency (LEA) Name Twin Rivers Unified School District		LEA NCES Number: 0601332
LEA Address 3222 Winona Way		Total Grant Amount Requested \$ 5,584,828
City North Highlands, CA	Zip Code 95660	
Name of Primary Grant Coordinator Dr. Kathryn Josephsen		Grant Coordinator Title Executive Director, Highlands Network
Telephone Number (916) 566-1600 x1326	Fax Number (916) 566-3587	E-mail Address kathryn.josephsen@twinriversusd.org
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Frank S. Porter, Superintendent		Telephone Number (916) 566-1600 x 1334
Superintendent or Designee Signature 		Date 8/31/10

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

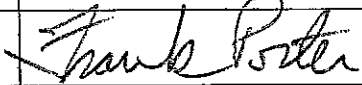
Agency Name:	Twin Rivers Unified School District
Name of Authorized Executive:	Frank S. Porter
Title of Authorized Executive:	Superintendent
Signature of Authorized Executive:	
Date:	8/31/10

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

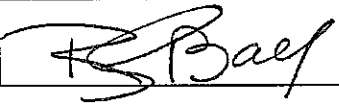
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SIG Form 2--Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
34/ 76505/ 34370	Twin Rivers Unified School District	Frank S. Porter	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Twin Rivers Unified School District
Authorized Executive:	Rob Ball, Associate Superintendent, Business Services
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Background Analysis:

Highlands High School (HHS) is one of four comprehensive high schools in the newly-formed Twin Rivers Unified School District. Located 20 minutes northeast of downtown Sacramento in the community of North Highlands, the school has a long tradition of serving students and anchoring the community. Highlands serves a very diverse community with families that have a wide range of educational, ethnic, linguistic, and socioeconomic backgrounds. The school was originally opened in 1958 to serve the then expanding suburbs associated with McClellan Air Force Base located in North Highlands. The area has since weathered growth and decline in various cycles. When the base began its closing process in 1995, created a wave of change that affected the school culture and demographics. Thus, Highlands High School is a school in transition, trying to regain its identity.

Two years ago, Highlands High School became a part of the newly formed Twin Rivers Unified School District (TRUSD). Three elementary districts were also included in the unification. The region consists primarily of high poverty communities with 79% of students eligible for free or reduced lunch, 30% who are English Learners, and 12% of students who receive special education services. Of the 54 schools in the district, 2 have been designated as Blue Ribbon schools and 9 as California Distinguished Schools.

One year before the unification, Highlands High School became the Highlands Academy of Arts and Design, changing from a traditional Grades 9-12 high school to a grades 7-12 configuration. The 7th and 8th grade students came from Don Julio Junior High School, a Program Improvement school that was in urgent need of restructuring. Next year, as a result of following the recommendations of the community, its original name, Highlands High School, will be restored. It will house grades 8-12, and then return to a 9-12 grade configuration the following year. Being a part of the School Improvement Grant program and using the Transformational Model will support their reform initiative.

In its efforts to meet the challenges of a newly-unified school district, the TRUSD is

boldly reaching out to the communities that they serve through a restructuring effort that they believe will bring the identification and pride back to each region. The notion of “small communities making a difference” is the foundation of these restructuring efforts. Highlands High School (HHS), the home of the Scots, will be the flagship high school in one of four neighborhood networks, called the Highlands Neighborhood Network. Four K-8 schools will feed into HHS, as well as four K-6 schools and a 7th/8th grade dependent charter school. Because HHS had an opportunity to deliver education, not only to students in grades 9-12, but also to students in grades 7-8, the teachers and staff are truly cognizant of the importance of the effectiveness of their feeder programs. A good part of the district reform effort is to build a seamless progression from Pre-Kindergarten through 12th grade and on to postsecondary education. They will be able to partner their envisioning with district leaders in newly-formed positions who will champion their efforts and provide support in making the vision a reality. In a change of governance model, the district has selected Executive Directors to provide leadership to schools in these four newly-configured regions, as well as support personnel to work with teacher leaders and site administrators. These district actions will dovetail well to elicit transformation at HHS.

The newly-formed school district based these neighborhood reorganization plans on feedback from the community. North Highlands parents and community stakeholders voiced their opinions through a phone survey sponsored by an Advisory Council whose task was to offer recommendations on the best configurations for schools. Many students matriculating from 6th grade to 7th grade were leaving for schools outside the district, such as charter schools. Seventy-five percent of the parents surveyed overwhelmingly voiced that they wanted a K-8 model rather than the traditional Grades 7-8 model. This continuous improvement effort to gather feedback from stakeholders, modeled by the district leaders, then acting upon the recommendations, is one that HHS will use in its efforts to work with the parent community. In addition, at the 50th anniversary celebration for HHS, held in September, 2008, the Alumni Association had asked that its original name be reinstated. So, looking forward to a bright future, newly-appointed principal, Darryl Hawthorne, leads HHS, his old alma mater. In Mr. Hawthorne lies the history of the school, the pride it once had, and the dreams for a renaissance for HHS, a school that presently finds itself on the Tier II list of California schools needing to improve. The opportunity to restore community pride and identification is even better supported with the reorganization efforts of the school district to make the Highlands Neighborhood Network schools vital places of learning for the 21st century and beyond.

Needs Analysis Process:

The district leaders and site administrators realize the enormity of stakeholder buy-in for the School Improvement Grant (SIG) application process. Although the timeline was short, great efforts were made to elicit feedback from various stakeholder groups in order to envision the work for the next three years to address the needs to improve student achievement for all students. The following process was used to elicit this information:

- **Assessment Instruments Used:** Both the APS (Academic Program Survey) and DAS (District Assistance Survey) were used and administered to both staff and district personnel. The ELSSA (English Learner Subgroup Self Assessment) and ISS (Inventory of Services and Supports) will be administered in the fall of the next school year to get baseline data on the English Learners and the students with disabilities at HHS. The assessment process was administered by Pivot Learning Partners, an external provider that had been working with designated school principals and district leaders for the past year and a half. In addition to these tools, the WASC Parent Survey was used to determine the needs of the school, as well as Effective Teacher Surveys that were given to HHS teachers to respond to through departments. These multiple data elements have given the school and district leaders the data to envision the work that needs to be done to transform HHS to be a school of the future and one which meets the needs of its students. The results of the APS and DAS are included in the Appendix. (See "Twin Rivers Unified School District CDE Survey Report.")

Other Data Sources Used: Pivot Learning Partners provided a Data Summary Report on HHS students for TRUSD prepared in April, 2010. A general analysis of the report confirmed that although RFEP students were successful in CAHSEE and ELA CST assessments, Students with Disabilities, English Language Learners, and African-American students weren't successful in meeting academic targets. These data underscore the urgent need for school-wide efforts to raise the achievement levels of the underperforming sub-groups. (See Appendix: Data Report: April, 2010)

HHS administrators also cited a high teacher turnover rate as a data point. This factor contributed to the need to develop a cadre of well-trained, dedicated and talented teachers who remained at HHS over time in order to see sustained gains in student achievement.

- **LEA, School Personnel and Other Collaborative Partners Involved:** Under the direction of the TRUSD superintendent, the primary district leaders who were involved in the data collection and analysis were the newly-appointed Highlands Network Executive Director and Highlands Network Coordinator. Because of their positions of leadership and support to the Highlands region next year, their involvement has been and will continue to be invaluable in the implementation of the transformational efforts planned for HHS. In addition, the school personnel involved included the entire staff at HHS, as their futures will be affected directly by these changes. Other district leaders were also involved in the assessments and participated in the DAS administration. Also, Pivot Learning Partners (PLP) has been an integral collaborative partner, helping with the technical portion of the assessment tools as well as the analysis and summary of the results. The expertise that PLP contributes to the process is based on extensive research that it has conducted in various school districts throughout the state of California. PLP also assisted with the facilitation of parent/community and

faculty meetings and worked with district and site administrators to determine the needs and concerns at the school and promising practices for implementation.

- **Process for Analyzing Findings and Determining the Appropriate Intervention Model:**

Both internal and external stakeholders were used to determine the best intervention model to institute at HHS. The internal stakeholders were the teachers, classified personnel and administrators at the school site itself. Several meetings were held, beginning in March, so that all parties could provide input. Additional meetings were held in April and May in order to solicit more feedback and to communicate the requirements for each of the four models. In addition, external stakeholders were also given the opportunity to voice their recommendations. The first parent/community meeting was held on April 28, 2010. In addition, an ELAC meeting was held on May 11, 2010 to solicit their input on the intervention model of their choice. These two meetings served as the two required public forums at which stakeholders could express input regarding the merits for and/or arguments against the various choices. Communication with the teachers' bargaining unit took place in informal venues and a meeting held on May 19, 2010.

The Highlands Network district leaders, principal, and PLP representatives also participated in meetings to discuss the results of the assessments. Discussion centered on the needs of the school, areas of concern, and what would serve as the best model for the HHS students.

The TRUSD Board of Trustees has also been kept apprised of the Tier II status of HHS and all that is entailed in that designation. They were notified of the four different models that could be chosen to turn around the school, per the SIG documents. On May 25, 2010, the TRUSD Board of Trustees reviewed and approved the SIG grant application as it is written in this document.

- **Findings on Use of State-Adopted Standards-Aligned Materials and Interventions:**

- Use of California's Standards-Aligned Instructional Materials and Targeted Interventions

Findings: The APS results indicate that in both English Language Arts (ELA) and math, the instructional materials provided by the district are being implemented by at least 75% of the teachers at the school.

- Concern: The lowest item that was scored in the APS was for the item that read: *The school/district provides the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials for appropriately identified intensive students achieving below grade six standards.* The student data results also point to students that are not performing at

grade level, and the need to address that issue is paramount.

Under the "Comprehensive Instructional Reform Strategies" section of the Transformation Model, one of the requirements is to identify and implement an intensive intervention program in ELA that is both research-based and vertically aligned with academic content standards. Given the opportunity to receive the SIG, HHS will provide an intensive intervention program in ERLA.

- Curriculum Pacing and Appropriate Use of Instructional Time
Findings: The APS results indicate that one of the highest items scored was the item which read: *Through the school's master schedule, the school/district complies with and monitors daily implementation of instructional time for the current SBE-adopted Algebra I program. This time is given priority and protected from interruptions.* In addition, those items that dealt with Pacing Guides were a strength, with a summary statement made in the report: "Survey participants appear to be in agreement that the district's pacing guide is more than substantially implemented, indicating that this program is a strength at Highlands Academy."
- Concern: While the Pacing Guides' results were positive, in one of the three lowest items scored, reference to instruction time stated: *Through the school's master schedule, the school/district complies with and monitors the daily implementation of instructional time for the current SBE-adopted ERLA intensive intervention programs and materials or the articulated high school version of those intervention program materials. This time is given priority and protected from interruptions.*

The school will be able to address this concern by carrying out one of the requirements stipulated in the Transformation Model: to identify and implement an intensive intervention program in ELA as stated above.

- Faculty Professional Development, Collaboration, and Instructional Support
Findings: The APS items regarding Professional Development speaks to training for only ELA and Algebra I. Some of the respondents felt that other types of professional development should to be included in the survey, as not all respondents were algebra or English teachers and had availed themselves of professional development in other areas. The items dealing with collaboration showed that teachers were meeting together, but a more focused approach would be ideal.
- Concern: One of the three lowest items scored was the following: *The school/district provides instructional assistance and ongoing support to teachers of grade nine and ten ELA and intensive intervention. Some possible options include trained coaches, content experts, and specialists who are knowledgeable about the current adopted program and work*

inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction.

An overall summary statement from the APS spoke to the need for ELA intensive intervention: "The common thread apparent in these three items is the subject of ELA intensive intervention." The Transformation Model is a perfect fit to address this need through its concentration on "comprehensive instructional reform strategies." Planned activities in the Implementation Chart speak to providing intensive interventions in ELA at HHS, as well as providing student learning coaches with subject-area expertise to work with teachers.

- Capacity to develop access, and analyze student performance data to inform and modify instruction
Findings: The capacity to use data to inform and modify instruction has been introduced at HHS through the district-wide Measures Data Reporting Software Program. Teachers are able to review and analyze student performance data by name and need, with information at their fingertips on: language fluency; special education needs; grades; and CST scores, etc.
- Concern: Because the HHS staff has only been recently introduced to this technology, additional training will be needed to make this component an integral part of what HHS teachers do as the norm. Also, the need to embed this data analysis step in a continuous improvement process, such as work that Professional Learning Communities do, is evident. The goal is to build each teacher's comfort and expertise level in using the program, expanding his/her capacity to analyze, interpret, and embrace reviewing student achievement data to inform his/her instruction on a regular basis.

The Transformation Model requires that schools "...promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students." This requirement further substantiates that this intervention model is one that dovetails with the needs of the school.

- Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources:
Findings: TRUSD has helped to support all of their schools by providing resources to schools to assist in increasing academic achievement. One of the ways that they have done so in the past is to provide a Student Learning Coach at each school. This coach is able to focus his/her efforts on data analysis and assists teachers at the school to improve the academic performance of their students. Because of the severe budget cuts, the district will not be able to continue to provide each school with a

coach for the 2010-11 school year, but will continue to do so for HHS because of its Program Improvement status.

- Concern: While the district will provide one coach, the APS results point to the continued need to have additional instructional coaches with subject matter expertise to work in schools. The Transformation Model will provide the opportunity to hire coaches in subject areas of greatest need, such as for ERLA intensive intervention classes. This action will increase teacher leader and staff effectiveness, one of the elements of the Transformation Model.
- Staff effectiveness, including but not limited to methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model:
Findings: What was one of the most striking findings was the lowest scored item in the DAS which states that *the LEA equitably distributes highly qualified teachers to underperforming schools, and, further, that monetary and non-monetary incentives would be in place to recruit highly qualified teachers.*
- Concern: While most districts have had difficulty putting this item in place, the research shows that the classroom teacher exerts great influence in keeping students in school. Students in underperforming schools deserve to have highly effective teachers at the school who choose to be there because they want to raise the achievement levels of their students. The Transformation Model gives license to the district and school leaders to raise teacher effectiveness by offering incentives to them, as well as to document when teachers are not effective. The planned actions, when implemented, will serve as an impetus for teachers to rise to the needs of the students or to transfer to another school. Having a cadre of teachers truly dedicated to a student performance/results-oriented goal will make a difference in being able to implement the intervention model selected.
- Other findings included:
 - Technology Gap: In order to develop a college-going and career-technical education culture at HHS, the technology gap needs to be addressed. To prepare HHS students for postsecondary education and the world of work, they need to be given technological tools. Because many students don't have access to computers, it is the vision of Principal Hawthorne to level the playing field and provide access to instructional technology. He also believes that some of the ways the school has chosen to deliver instruction has clearly not engaged students. To this end, he envisions career pathways, such as Project Lead the Way to provide challenging curriculum and project-based learning for students at HHS. He also envisions that intervention opportunities would be transformed by using online instruction rather than traditional delivery models that haven't worked. In addition, he envisions maximizing the effectiveness of his teachers' instructional delivery by supporting the use

of instructional technology tools which he believes should be part of their teaching repertoire. One of the permissible activities in the Transformation Model speaks to “increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement ...or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project, inquiry, or design-based contextual learning opportunities.” Again, the need and solution favor the Transformation Model option.

- Credit Recovery: High school students often find themselves behind in credits, many times as early as the end of their first semester of freshman year. Opportunities such as summer school have been lessened due to the enormous budget cuts that face school districts. So, in order to rectify the situation and still retain HHS students so that they can get back on the path towards graduation, credit recovery options need to be in place. Online courses will be one of the options that HHS will look into, so that students will be able to have some hope of graduating. In doing so, instructional time will be extended by providing these opportunities either during a Zero period or 7th period extended day. Additionally, other opportunities for students to recover credits may be offered during various scheduled breaks and/or during the summer. Adding instructional time to an existing daily schedule is one that the Transformation Model requires.

Another proactive measure to prevent students from not having enough credits to graduate will be to provide safety nets to freshmen when they begin high school. Early in their high school career, efforts will be made to personalize their education and connect them to activities and people at the school. Another simple proactive measure will be to focus on attendance. If a student isn't in class, he or she is more likely to fail than the student who is. Efforts in truancy prevention and behavior supports/alternatives to suspensions will help avoid credit recovery issues in the future. School goals in attendance and behavior will be established with support from a SIG funded employee to manage student caseloads and assist in implementing a school-wide behavioral support system such as B.E.S.T. (Building Effective Schools Together) as researched and instituted by the University of Oregon Institute on Violence and Destructive Behavior.

- Parent Community: When students reach high school, many of them have a tendency to want their parents as far away from the school as possible. In truth, the school benefits greatly when parents see themselves as partners in their child's education. The DAS results also confirm that meaningful parent and community involvement can be increased. Restoring the pride in the Highlands community is one of the goals for HHS. Activities to welcome parents and guardians and to help them understand and participate more fully in their child's education will be planned and carried out. The need to provide a community-oriented school is required in the Transformation Model. Planned activities may include combining resources with the Full Service Community Schools

Grant, offering Parent Engagement "Project Inspire" modules, implementing Parent Walk-Through tours with the principal and Parent Visitation Days, designating a "parent" room at the site with computer access, and creating service-learning courses. Other community events will be planned by the staff, based on feedback from parent groups, community leaders and the alumni association.

Summary of Analysis:

In reviewing the data points from several types of data from various stakeholders, the concerns focus on improving:

- effectiveness of teachers/administrators/staff;
- instructional programs/strategies and student performance;
- parent/community identity and meaningful involvement;
- school climate and culture; and
- instructional technology integration for active student engagement.

These areas of concern and focus dovetail with the Required Components of the Transformation Model, one of the four options for a Tier II school.

ii. Selection of Intervention Models

The intervention model that TRUSD and HHS have chosen to implement is the Transformation Model. This decision was the result of thoughtful analysis of the needs of the school provided by data points from stakeholder input which was described in the Needs Analysis section and further detailed in Section xi, Consultation with Relevant Stakeholders. Overwhelming support was based on the fact that the needs of the school align well with the Required Components that were delineated in the Transformation Model: 1)Developing and increasing teacher and school leader (and other staff) effectiveness; 2)Comprehensive instructional reform strategies; 3)Increasing learning time and creating community-oriented schools; and 4)Providing operational flexibility and sustained support.

- **Correlation to Needs Analysis:** As delineated in the Needs Analysis section above, each of the concerns listed under each Finding was also connected to one of the Required or Permissible Activities of the Transformation Model. Using the Required Components of the Transformation Model, the significant concerns/needs dovetail in this fashion:

Required Component #1: Developing and increasing teacher and school leader (and other staff) effectiveness:

- Principal was replaced and a new principal was hired for the 2009-2010 school year;
- The lowest item in the DAS was one that spoke to the LEA equitably distributing highly qualified teachers to underperforming schools and that monetary and non-monetary incentives would be in place to recruit highly qualified teachers. A required activity in

this component is to use a “rigorous, transparent, and equitable evaluation system for teachers and principals that take into account data on student growth....” This is an activity that will take place at HHS next school year in concert with teachers and district personnel, in order to have a cadre of dedicated, highly effective, well-trained teachers in place at HHS in the 2011-2012 school year. The effort, to create a transparent transfer opportunity for teachers who aren’t inclined to do the work it takes at HHS to elicit better student results, is one that will help to transform the school. Discussions were held in May of 2010 with the TRUSD bargaining unit regarding the start of negotiations during the 2010-11 school year to focus on the teacher evaluation, transfer policies and other negotiable items. Also, incentives will be created to recruit highly effective teachers for the school, as well as to retain the talented, well-trained teachers already there. Financial Incentives may be given for increased achievement on district assessments and/or CSTs.

Required Component #2 - Comprehensive Instructional Reform Strategies:

- The lowest item scored in the APS underscored a need to provide an intervention program for identified intensive students in ERLA achieving below grade six standards. The Transformation Model requires that the school implement an intensive intervention program that is research-based and vertically aligned with academic content standards. This urgent need is further addressed in Section iii where the implementation plan for an intensive intervention ELA program is discussed.
- In addition, a required activity under this component speaks to “promoting the continuous use of student data...to inform and differentiate instruction...to meet the academic needs of individual students.” This required activity dovetails with the need at HHS to offer additional training to familiarize teachers to use the Measures Data Reporting Software program on a regular basis.

Required Component #3 – Increasing Learning Time and Creating Community-Oriented Schools:

- A significant need at HHS and in the Highlands neighborhood is recreate a “small community” feeling to develop the community identity and pride that it once had. Efforts to reach out to the community and to make the school a hub of the community are possible under the Transformation Model. Planned activities may include combining resources with the Full Service Community Schools Grant, offering Parent Engagement training modules, implementing Parent Walk-Throughs and Parent Visitation Days, designating a “parent” room at the site with computer access, and creating service-learning courses. Other community events will be planned by the staff, based on feedback from parent groups,

community leaders and the alumni association.

- Also, the need to help students by expanding their daily schedules to include time for electives, interventions, and credit recovery is evident at HHS. Increased learning time will also be a topic of focus and review in the 2010-2011 school year as the school prepares for its WASC accreditation and continues to work on school-wide efforts to meet the needs of their students.

Required Component #4 – Providing Operational Flexibility and Sustained Support:

- The need to implement Principal Hawthorne's vision for the school will need a different way of doing things. This component will provide license to avoid barriers of institutionalized practices that interfere with his vision to transform HHS.
- **Rationale:** One of the main reasons that the Transformation model was chosen was because the district and school leaders felt that many of the teachers at the school were on the right track to affect increased student achievement. Also, a new principal who had graduated from HHS when the school was in its prime was hired at the beginning of this school year. He is an enthusiastic leader with a clear vision to enhance student learning through the use of instructional technology tools and ideas to create a culture where students graduate with 21st century skills ready for college and/or a career. The Transformation Model option also paves the way for clear communication about teacher and principal expectations regarding the direction of the school in terms of curriculum delivery, teacher evaluations, and incentives for achieving performance goals, as well as opportunities for professional growth and rewards for teachers. For many teachers, this is the environment that they would like to work in, so this requirement was acceptable. However, the reality of current practice at that school is that not all the staff feels the urgency to transform HHS or to do business differently. Therefore, the opportunity to craft a rigorous, transparent, and equitable evaluation system for teachers that takes into account data on student growth as well as multiple observation-based assessments, although challenging, is also one that will reap overall benefits in the future for HHS and the entire school district. The transformative piece of the model is the section on Providing Operational Flexibility and Sustained Support. The SIG allows special dispensation for the school to use right away, rather than to be mired in political red tape and bureaucracy.
- **Collaborative Partner Involvement/Roles:** As a collaborative external partner, Pivot Learning Partners has had a major role not only to compile the data and feedback from the school staff and district leaders, but also to provide a summary report of the findings. In addition, a PLP coach for HHS assisted in meeting facilitation for the parents/community and staff. PLP representatives also worked with district and site leaders in data analysis and implementation planning for the Transformation Model

The teachers' association was also a major stakeholder in this effort. Informal conversations regarding the grant and a formal meeting with the president of the teachers' association with district leaders to discuss the SIG and its required components were held. In these lean budget times, it is critical for all stakeholders to work in partnership to leverage resources for education. With this in mind, the district will continue to work with the various bargaining units as partners to provide quality education for all students in the TRUSD. As mentioned earlier, the bargaining unit has agreed to begin discussions next year with regard to the various negotiable items that are a part of the SIG.

➤ **Why Other Models Weren't Used:**

The Turnaround Model wasn't chosen, partly because several reforms were already in process, such as the newly formed neighborhood networks, a new principal had been assigned and partly because of the timeline regarding the staff dismissal process. In addition, the ELAC parents stated that they were still getting to know the staff. While the SIG application clearly speaks to LEAs doing business differently, the short timeline that was given for the required activities to be accomplished with school and community stakeholder groups wasn't long enough to change processes immediately. It is anticipated that future work with bargaining units will take place and allowances will be made to support the reform efforts of HHS. The Restart and the School Closure Models weren't chosen primarily because of the "new beginning" that was put in place with the recent Neighborhood Network restructuring. The community still had a lot of pride in HHS, and they didn't want to see it reopen as a Charter School, nor did they want their students sent to other schools within the district and see their neighborhood high school close. There is still a lot of community pride in the Highlands region, and those two options were too drastic a change for them. The expectation of the Highlands community is to have a strong neighborhood high school, a flagship high school right in their neighborhood.

iii. Demonstration of Capacity to Implement Selected Intervention Models

The TRUSD has both the commitment and capacity to support the implementation of the SIG for HHS. It has the dedication to provide adequate resources and related support necessary to fully and effectively implement the required activities of the school intervention model that was selected: the Transformation Model. The SIG funding greatly accelerate the staff's ability to implement the changes that are necessary to reinvigorate veteran staff members, provide an impetus for teachers who aren't dedicated to the transformational work posed before them at HHS to transfer, and to recruit enthusiastic teachers dedicated to teach a diverse student population at a school that utilizes instructional technology and promotes a college-going/career-building culture.

TRUSD has fully identified the resource needs of HHS to achieve successful implementation of its plan and is committed to also provide resources to support the implementation of the planned school improvement activities listed below. (See Budgets and Budget Narratives.) One of the ways the district will deliver its

support to the grant is by restructuring the district into Neighborhood Networks. In doing so, the community called "Highlands" will also undergo a transformation. Having been a viable hub with businesses and military personnel in the past, the North Highlands region has suffered a loss of identity when McClellan Air Force Base closed its doors. Presently, the base itself has undergone a rebirth with TRUSD housing its District Office on the premises of the new McClellan Business Park. With an Executive Director and Coordinator assigned to the TRUSD's Highlands Neighborhood Network, HHS will have strong, personalized leadership to guide and monitor the grant's implementation plans. The Pre-Kindergarten through grade 12 approach to this neighborhood restructuring effort is a forward-thinking action utilizing systemic leadership to move a region, rather than individual schools. In many ways, the SIG will have a "ripple effect" that touches every school in the Highlands neighborhood, with it cascading to the individual students in these schools.

In addition, TRUSD will also avail the school of the resources provided by the Curriculum and Instruction department. Because high schools are usually organized by departments representing various subject areas, the district's subject-area curriculum coordinators will be able to provide expertise to HHS's teachers. Also, the Human Resources department is poised to participate fully in the implementation activities, whether in terms of assisting in working with bargaining units, revising the teacher evaluation form for HHS teachers or handling teacher transfers and assignments. Other departments are likewise committed to the mission of implementation, as the grant touches upon a number of departments: Business/Finance; Technology; Special Education; Student Services, Educational Services, etc. It is anticipated that some of these actions may be the impetus for other district-wide innovations.

Additionally, because of the new neighborhood network configuration, the faculties of the schools in the Highlands Neighborhood Network will have an opportunity to function as a professional learning community, meeting to discuss the needs of the families in their community. The concept of "preparing all Highlands students for college and/or career" is one that begins with Pre-K and continues through post-secondary. Principal Hawthorne understands that the success of HHS students is dependent upon the successful efforts of the feeder schools. Although the opportunity to fund Tier III schools is a future endeavor, the district looks forward to an opportunity to also provide additional resources to these feeder schools. In the meantime, communication between the principals is taking place and actions that promote dialogue about teaching and learning are already underway in this region. Under the supervision of the Highlands Executive Director, principals in the network have already begun functioning as a professional learning community through their efforts to apply the concept of "instructional rounds," doing classroom walk-throughs based on the book, Instructional Rounds in Education by City, Elmore, Fiarman, and Teitel. The instructional round concept is one that HHS will explore implementing with its teachers should they receive the SIG.

Under the guidelines established for the Transformation model, the following

activities have been crafted, which are also listed in the Implementation Chart (See SIG Form 10):

TRANSFORMATION MODEL REQUIRED COMPONENTS:

Developing and increasing teacher and school leader effectiveness:

The people who have the most influence in determining the quality of a student's education are the teacher, the principal and school personnel whom the student sees daily. Research shows that a high school principal has great influence to elicit successful educational experiences. Teachers have enormous responsibility in forging relationships, especially at the 9th grade level, for students to feel connected to school. It is for these very reasons that investment in quality educators is paramount in transforming HHS. The following required actions will be major steps forward to enhance and support quality first instruction and interventions at HHS:

- a. Replacing the principal who led the school prior to commencement of the Transformation Model; TRUSD has assigned Mr. Darryl Hawthorne to lead the school at the beginning of the 2009-2010 school year. An alumnus of HHS, he knows what the school was like in its heyday. Because he was a vice principal at the school before his appointment, he has knowledge of the talents and level of dedication of each staff member
- b. Establishing a process in collaboration with teacher and principal involvement to create a rigorous, transparent, and equitable evaluation system for teachers that take into account student growth as a significant factor based upon multiple observation-based assessments. The process to revise the teacher evaluation form for HHS teachers will begin in the fall of 2010 with district, site, and teacher leaders. It is anticipated that the conversations will be robust. Section vii provides more detail on the development of this process.
- c. Formalizing a "reward/incentive" program for staff based on student data growth and the teacher evaluation process. Staff will be identified who have improved academic student achievement, and incentives and/or rewards will be awarded to those individuals. The details for the incentive program will be formalized by a committee comprised of staff and administration. Incentives may include: opportunities to attend conferences, pursue career enhancement courses, etc. Incentives may also be given to collaborative teams who elicit incremental student achievement throughout the school year.
- d. Working with the district and bargaining units to increase flexibility with the transfer process for certificated personnel as it relates to voluntary/involuntary transfers, giving the principal final approval, regardless of seniority or tenure. This is a critical step to take, so that teachers at HHS are dedicated to the transformational work that HHS will be undertaking. All stakeholder groups should see this action as one that will be carried out; when this takes place, true transformation will begin. Teachers at HHS should want to be there; they need to be committed to teaching a diverse student population and believe that "all students can learn." They need to

work to make this happen, understanding that building relationships is the catalyst for increased student achievement.

- e. Providing ongoing, high quality, professional development. Opportunities at HHS, as a result of the SIG, will include professional development opportunities that teachers at other schools will not be able to get as readily. A well-thought-out plan for professional development will be crafted. This plan will include professional development for all staff, collaborative team professional development and individualized professional development. A HHS Faculty Retreat to begin the 2010-2011 school year will be organized for early August, 2010 before the school year actually begins. Staff will be compensated for their participation.

In addition, during "Late Start Wednesdays", professional development opportunities will be scheduled for instructional technology, "Measures" student data reporting software training, School Loop training, Response to Instruction & Intervention (RTI²) professional development and Professional Learning Community sessions. Collaborative team professional development will include targeted professional development on differentiated learning in subject-specific areas or integrating instructional technology in subject-specific areas. Also, individualized professional development may include paid participation for National Board Certification for Teachers, Project Lead the Way and AVID workshops/summer institutes for AVID teams, as well as College Board AP Program training. The vision for HHS is to support teachers in their profession to continuously hone their skills for the purpose of eliciting better student results. While it may look as though there are too many opportunities for professional development to choose from, these offerings are strategic: whole school; collaborative; and individualized. Teachers would be required to attend some offerings aligned with site/District goals and be able to select others of their own choosing.

- f. Providing all classified and certificated employees of the school financial incentives for increased academic student performance outcomes. With a school-wide effort to raise student achievement, all staff members will feel a sense of teamwork to make this happen. Additional dialogue to elicit teacher and staff input regarding incentives will take place after the funding of the grant, but the action to include all staff in opportunities for incentives will resonate well to build up staff morale.

Implementing Comprehensive Instruction Reform Strategies:

The Required Activity under this component of the Transformation Model calls for the school to: "use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards. This includes English Language Arts...core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten through grade 8 and standards-aligned

core and intervention instructional materials in grades 9-12.” To address this required activity as well as to respond to this most pressing need that the APS unveiled, HHS plans to implement an intensive interventions instructional program that is research-based and vertically aligned in ELA, and will follow a process to select and implement the appropriate program for the school based on student data. Teacher involvement in the selection and implementation is critical to the program's success. At the start of the 2010-2011 school year, designated teachers will research and review the ELA intervention materials such as READ 180, Project CRISS, etc. READ 180 is among the recommendations for this review, because it incorporates technology and the specific EL research that Dr. Kate Kinsella incorporated into the revised program. Teachers will match Highlands' needs with the offerings of different intervention programs. Other programs under consideration as interventions may include New Century (ELA & Math), Fast Track Math (Math), and possibly others. It is anticipated that the decision will be made in January, 2011 for implementation to take place the following year. This will allow time to purchase the materials, barcode/inventory them and configure any rooms needed for the program. For the 2010-11 school year, students in need of additional intervention support will be able to do so in one of the Computer Labs at the school. One model that the school is reviewing is to provide the Lab each period of the day for a group of designated students in grades 8-9 on the roster who are below the 6th grade level with provisions for grades 8-9 ELA teachers to recommend students in need of additional targeted ELA support. Communication about the students needs with respect to the content standards and following the appropriate pacing guides are essential in implementing this model.

The second “required activity” under this component is to: “promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.” As stated previously, TRUSD has instituted a district-wide data reporting system called “Measures.” All teachers in the district have access to this online student database program, but currently not all teachers at Highlands run reports or use the system. Another data point from the APS indicated “...a need for teachers to access, understand, and use data...and pinpoint specific areas of ELA for individual student support.” To do so, teachers will need to track student data and work intensely with specific non-proficient students. HHS, therefore, will include additional training for teachers in the use of Measures, so that this program is utilized to its fullest. Professional development will center on teachers participating in “professional learning communities.” Teachers will engage in a continuous improvement process using student data to inform their instruction and the cycle of inquiry to weave the Measures reports into the instructional work of teachers, thus enhancing the utilization of the data tool and teaching process.

The school also intends to “level the playing field” by incorporating instructional technology for both students and staff at the school site. Because the school draws from a region of poverty, not all families have access to computers in their

homes. In its efforts to develop a "college-bound career and technical education" culture, the school will provide a strong standards-based curricular foundation and options of multiple pathways to college and career-technical education. Online courses will be used as a more engaging avenue for students who need remediation and interventions. Such efforts to personalize high school will hold students' interest, thus increasing student attendance and graduation rates. Some of the college & career strategies include:

- Implement Project Lead the Way pathways for students and expand AP offerings (permissible activity)
- Create semester courses, such as a Freshmen Seminar class to help transition 9th grade students from the K-8 experience to high school (permissible activity)
- Provide online opportunities which may include: tutoring, Credit Recovery, CAHSEE prep, EL support, support for Students with Disabilities, and elective courses (permissible activity)
- Use School Loop and other resources to identify early warning of students at risk (permissible activity)
- Implement "Jump Start High School" orientation program to prep 8th grade students for high school
- Offset payment for AP Exam and/or PSAT to promote a College-going culture
- Institute AVID methodologies for all students to promote engaged student learning and college preparation

To focus more intently on the learning needs of the students, SIG monies will fund two additional Student Learning Coaches for a total of three: a Literacy Coach, an Instructional Technology& Interventions Coach and a STEM Coach (Science, Technology, Engineering and Math.) Other personnel to be funded include an additional counselor whose primary case load would include Students with Disabilities and English Learners., as well as, three FTE Class Size Reduction AVID-certified teachers for grades 8-12.

It is also anticipated that revisions to the plan may need to be made each year of the grant, based on evidence of the efficacy of each item. These revisions will be made thoughtfully and viewed through the lens of improved student results.

Increasing Learning Time and Creating a Community-Oriented School:

One of the required activities under this component is to "establish schedules and strategies that provide increased learning time." One of the issues confronting HHS is Credit Recovery. If students don't have options to recover their credits, they begin to lose hope. To ensure that the graduation rate at HHS continues to progress upward, increased learning time and opportunities for Credit Recovery are critical. Increased learning time at HHS for the next school year will include expanding Zero and 7th period offerings, especially for students who might need more periods in the day to add additional elective classes, tutoring, credit recovery, or to take intervention classes within or outside of the school day. CAHSEE Math and ELA

seminars and interventions on Saturdays, after school, and on school breaks throughout the school year will be planned. HHS administration will work with staff and district personnel to explore extending or restructuring the school day and/or the school year for the 2011-2012 school year (permissible activity).

Another required activity is for the school to: "...provide ongoing mechanisms for family and community engagement." Parent involvement and making parents/guardians partners with HHS and the district is another goal to ensure that HHS students matriculate in a timely fashion toward graduation and postsecondary education. The activities listed below are part of the effort to develop a strong sense of an engaged community within the Highlands Neighborhood Network:

- Combine resources/strategies with Full Service Community Schools Grant. Utilizing additional avenues of resources strengthens the efforts of the school when using partners with expertise in working with parents/community.
- Offer 12 Modules of Parent Engagement. Helping parents develop better parenting skills is always a plus and brings parents to the school, making it easier to build trust and rapport.
- Implement Parent Walk-Throughs with the Principal Program to encourage parent/community/school relations and/or events such as Parent Visitation Days.
- Fund an additional Attendance/Behavior Specialist to help with truancy prevention. This person would serve as a parent liaison representing the school, but working with parents to ensure that their students are attending school on a regular basis.
- Designate a room for School Loop access for parents to use and for training purposes. HHS teachers use School Loop to provide better communication with families and the greater community. Some parents may not have access to computers, and this designated room will be an invitation for parents to welcome and support families.
- Create Service Learning courses and give students credit for specific Community Service. HHS staff wants students to know that their world is not defined by the walls of their high school, but rather, their influence can be felt throughout the North Highlands area and beyond.

Providing Operational Flexibility and Sustained Support:

One of the required activities under this component is to "give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates." The grant stipulates that HHS examine and transform its practices. In an effort to be transparent and to have all staff on the same page with respect to their transformational reform efforts, the teacher evaluation system at HHS will be retooled to include student growth measures. This action is anticipated to have a ripple effect within the district. District administrators will also work with the

school and bargaining units on flexibility regarding the Teacher Transfer process. Discussions began in May 2010.

As an additional support to TRUSD and HHS, TRUSD is working collaboratively with Pivot Learning Partners, an external provider with proven experience working with school districts in all areas of California on increasing student achievement, especially with schools with a diverse student population. The collaborative piece that PLP will bring to the table is to offer research-based tools, resources, and processes to both the district and school to augment the implementation of the grant. PLP will also plan and provide professional development that will institute a culture of continuous improvement using data-based decision-making and best practices. PLP will assist in creating a system of monitoring the grant implementation and will provide coaching support to district and site personnel.

With the continued support of the District Data Team and the expertise of district Curriculum Coordinators, the efforts to raise the level of effectiveness for all certificated personnel at HHS will be synchronized. The district has also provided additional support to the school by providing a Student Learning Coach at HHS. The school is also asking for two additional coaches to meet the needs of the teachers, one for Literacy and the other for Instructional Technology. The coach funded by the District will act as the STEM Coach (Science, Technology, Engineering and Math.) With these human resources, the climate and culture at HHS will be transformed, and all SIG turn-around requirements will be met and sustained.

Each of the sections of the Narrative Response (Needs Analysis, Process and Rationale for Selection of Intervention Model, Recruitment, Screening, and Selection of External Providers, Alignment with other Federal, State and Private Resources with the Selected Intervention Model, Modification of LEA Policies and Practices, Sustainment of Reforms After the Funding Period Ends, Annual School Goals for Student Achievement, Consultation with Relevant Stakeholders) describe in detail the actions that have been taken and the plans for the future that will transform HHS into a school that delivers quality education and prepares students for college and career.

iv. Recruitment, Screening, and Selection of External Providers

TRUSD has selected Pivot Learning Partners to be their primary external provider to provide technical assistance in selecting, developing, and implementing the SIG Transformation Model at HHS. PLP has been providing services to TRUSD in the form of coaching support at the Executive level as well as at the principal level for designated schools, elementary through secondary. In his first year as principal this year, Mr. Hawthorne has been receiving principal coaching. PLP had also provided professional development at the start of the school year when TRUSD first opened its doors two years ago.

In its quest to find the appropriate external provider to help both the school and district implement the SIG, TRUSD determined that the external provider share

its experience, qualifications, and record of effectiveness in providing support for school improvement. PLP submitted the italicized narrative below to TRUSD to underscore why it was an external provider that could deliver for their district. Particularly significant was the provider's track record in working to improve student achievement and to narrow the achievement gap of diverse subgroups.

Pivot Learning Partners is a nonprofit education reform organization with a fifteen-year track record of turning around underperforming schools and districts through research-based training and coaching for education leaders from the boardroom to the classroom – board members, superintendents, central office leaders, principals, and teacher leaders. With a key focus on systems change, Pivot Learning's combination of professional development, individualized, follow-up coaching, and data tools helps education leaders at all levels of the system build capacity within their schools and districts to raise student achievement and narrow the achievement gap.

Pivot Learning Partners was founded in 1995 as the Bay Area School Reform Collaborative (BASRC) with a \$50 million grant provided jointly by the William & Flora Hewlett Foundation and the Walter Annenberg Foundation. BASRC used these grant funds to develop the Cycle of Inquiry model, a data-based decision-making process whose effectiveness in improving student outcomes was documented through a five-year independent study conducted by researchers at Stanford University's Center for Research on the Context of Teaching (CRC). On this basis, Hewlett and Annenberg provided BASRC with a second round of funding in the amount of \$40 million. BASRC was the only one of the Annenberg Challenge sites to demonstrate statistically significant improvement in test scores and the only site to be granted a second round of funding on this basis. With these funds, BASRC embarked on a new imperative to strengthen the focus on district-level change, and to build a sustainable business model to scale up the program. In responding to these new challenges, BASRC has always been an organization that responds to new challenges and has reinvented itself several times, changing its name first to Springboard Schools to reflect a wider presence in California when it established regional centers in the Central Valley and Southern California in 2004 and 2005 respectively, and then to Pivot Learning Partners in 2009 with the launch of major district redesign projects.

Pivot Learning Partners today operates a core District Partner program that consists of a statewide network of some fifty districts, in which Pivot Learning Partners has demonstrated the most significant impact on student achievement. Through long-term partnerships with districts across California, Pivot Learning Partners brings together its core operating principles of research, professional development, and coaching to create a customized package of support for district-level and district-wide change. Analysis of data from District Partners has shown that these districts consistently improve at a faster rate than the state as a whole.

Pivot Learning Partners' track record in improving schools is equally strong. In fact, Pivot Learning Partners has an excellent record of school improvement for Program Improvement schools: Thirty-eight such schools made safe harbor in 2007-08; and

nearly 12% of the 113 California schools that exited Program Improvement in 2008-09 were Pivot Learning Partners schools.

The process that was conducted in reviewing the merits of the external providers also included having the provider delineate the types of support that could be offered to the school and district. The variety of support that PLP could provide met the needs of the TRUSD, particularly because of its already-established dedication and commitment to the district, knowledge of the district's short history and challenges, and research knowledge regarding Best Practices that it could bring to HHS. The types of service that PLP has offered include: grant application preparation; planning and delivery of Retreat on Best Practices for Transforming Schools and Change Management; Principal/Leadership Team Coaching; Teacher Leadership Professional Development; on-going Professional Development Support; coaching for District Office Leaders for Transformational Model Implementation; Consultant Support for Revision of Teacher Evaluation Process; Monitoring of Plan and Student Progress, Survey administration and analysis; and Equity Professional Development. These services may be used over the 3-year period of the grant; TRUSD will finalize their choices when the grant is awarded. The personnel involved in the selection of PLP as the external provider included the District Superintendent and other key district leaders who have worked with the PLP Project Lead when the district began its unification process. PLP's knowledge of the district's leadership and schools was an important reason for their selection.

v. Alignment of Other Resources with the Selected Intervention Models

In aligning other resources with the Transformation Model, the following information is pertinent:

Other resources that HHS receives include:

Preliminary budget projections for 2010-2011:

Federal:

Title I (Basic): \$201,660

Title I (Parent Inv.): \$ 5,395

Title II Block Grant: \$199,983

State:

Economic Impact Aid –State Compensatory Ed: \$103,727

School Library Improvement Block Grant -8th gr. \$ 8,665

Other federal, state, and district centralized funds to support the implementation of this grant include:

-Title II, part A funds used for recruiting highly qualified teachers

-Title III part A funds used to improve English Proficiency of EL

-Categorical Block Grant funds used for instructional materials and PD

Other district resources and services include:

The district has provided HHS with a Student Learning Coach. This position has been extremely helpful to the school in terms of supporting the school with areas of responsibility such as data analysis and reporting. In addition, the District Data Team will work closely with HHS to provide any additional support that they may need. The Curriculum and Instruction Department, likewise, will provide, through the district curriculum coordinators, assistance and support in various subject areas. Finally, HHS is in the process of applying for the Full Services Community Schools grant, which, if awarded, will help to support their efforts to strategically reach the Highlands community.

As stated previously, TRUSD is using PLP as its collaborative partner to monitor the activities of the grant and work with district and school personnel on the grant's implementation.

The Highlands Neighborhood Network Executive Director and Coordinator will provide the oversight necessary to ensure that these resources will be coordinated with SIG funding to ensure maximum effectiveness in the use of all resources. They will also enlist the help of a SIG program coordinator to assist in the grant's implementation by providing services to coordinate expenditures, incentive allocations, report preparation, etc. These individuals will be careful to supplement, rather than supplant, existing resources expended for HHS. It will also be their responsibility to work with other designated district leaders to implement the grant in an expeditious and effective manner to ensure that the end result is to transform HHS. Existing resources of human capital will be utilized to provide any additional needs for HHS that may arise as a result of the implementation of the grant.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Not Applicable

vii. Modification of LEA Practices or Policies

One of the more challenging requirements delineated in the Transformation Model is the crafting of a "rigorous, transparent, and equitable evaluation system for teachers and principals that takes into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance." This requirement can be problematic for many school districts in California because it specifies the inclusion of student data to the teacher evaluation. Although challenging, this language opens the door to doing things differently. In order to make the Transformation Model work, TRUSD is committed to supporting this requirement by assigning the Human Resources department to work with the Highlands Neighborhood Network Executive Director and HHS principal, in addition to the executives of the

teachers' bargaining unit and other personnel necessary, to carry out this requirement. This will begin as soon as practicable (no later than September 2010) and be completed by the close of the 2010-2011 school year. PLP's services may also include facilitation of this process. TRUSD is in the process of applying for the Strategic School Funding for Results (SSFR) grant which calls for the development of an alternative compensation model. Perhaps the funding of one or both of these grants will start the dialogue necessary with the teachers' association to add language to the evaluation forms that speak to rewarding "highly effective/ results-oriented" teachers.

The Twin Rivers Human Resources department will work with the HHS principal and Highlands Neighborhood Network Executive Director to revise practices regarding the transfer of teachers to and from Highlands High, so that the school is not hampered by some practices that are in place for other schools. TRUSD recognizes that the SIG has made provisions for extraordinary fiscal support in these difficult economic times for Tier I and Tier II schools and will work diligently with bargaining units to fulfill the requirements of the grant. In addition, the district is open to review any other policies or practices that have not been listed but, as a result of the SIG, come up regarding the implementation of the grant at HHS from its initial funding to the grant's completion.

Twin Rivers staff understands that if Highlands High is awarded the SIG, the LEA Plan and the SPSA will be revised and submitted for approval by the SBE.

viii. Sustainment of the Reforms after the Funding Period Ends

TRUSD intends to implement a waiver to extend the funding through September 30, 2013. (See SIG Form 8.)

With the School Improvement Grant funds, Highlands High School will be able to utilize resources needed to change the culture of the school so that student achievement improves. Plans to re-build staff morale, engagement, and pride in the school will be in place. Teachers who work at the school will want to be at the school, and those who don't, will have had the opportunity to transfer. Teachers will have opportunities to work in "professional learning communities" to share "best practices" in an inquiry process about teaching and learning. Not only will "instructional rounds" have been introduced to teachers, but teachers who have already embraced the philosophy and practice will be using the concept to visit each other's classrooms on a regular basis. The norms that they create will point to a culture of collaborative inquiry with teachers opening up their classrooms to their students, parents, other staff members and visitors. Creating the "small town feel" for the Highlands Neighborhood Network will also be a priority during the grant implementation and this ripple effect from the school itself, out to the community, will engender community identity once again and foster positive community support. Student achievement will be at the forefront, with all students rising to their potential and hitting benchmark targets through all of their years of high school. Communication within the Highlands Neighborhood Network will take place through many venues and need for

remediation for high school students will have lessened. Students will be engaged in their learning and take a variety of classes that challenge them and extend their thinking. Teachers and students will use technological tools as never before. Parents and guardians will be better informed because they know how to access School Loop and also feel welcome at the school. Students will receive scholarships to four-year colleges and universities or to fields in career/technical education because of the extensive concentration on career pathways and STEM courses that were both rigorous and relevant.

In three years, when all of the plans are carried out, HHS will truly undergo a transformation and the positive nature of the results for students, staff, parents, school, and district will ensure sustainability. Results-oriented teachers will feel validated, especially with the support that the grant was able to provide. Skill sets of teachers will also be elevated. Instructional technology will streamline the work of teachers, with students more engaged in their learning. Reform strategies will have not only begun, but become the culture of continuous improvement throughout the school. The activities and actions that are planned for HHS will give the school the spark to reach the tipping point that will create the renaissance that the school and community desperately need. The grant will open doors between the teachers' association and the district to look for innovative ways to support teachers in their efforts to provide increased student results, and to reward them with possible financial incentives and other non-monetary rewards.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

TRUSD has identified the following annual goals:

1. Reduce the percentage of students who are non-proficient on the state's English/Language Arts assessments by 10% or more from the prior year for all students and for each sub-group.
2. Reduce the percentage of students who are non-proficient on the state's Mathematics assessments by 10% or more from the prior year for all students and for each sub-group.

To monitor progress toward meeting these goals, the assigned Student Learning Coach for each of these areas and HHS site administrators will provide student assessment benchmark data to the Highlands Neighborhood Network Executive Director following each quarter. The Student Learning coaches will work with teachers on content standards, instructional strategies, and interim assessments to ensure that students are meeting academic targets.

Students who are not on track to become proficient will be given opportunities to relearn the content through online classes that serve as tutorials, as well as through a teacher-directed Intensive Intervention Computer Lab setting for 2010-2011. In 2011-2012, an Intensive Intervention ELA program will be substantially in place to meet the needs of these students and work will take place for

mathematics interventions.
x. Inclusion of Tier III Schools (if applicable)
Response: Not Applicable
xi. Consultation with Relevant Stakeholders
<p>TRUSD and HHS understand and appreciate the need for stakeholder input in its quest to transform HHS. District and site administrators consulted with other relevant stakeholders through various scheduled meetings. Although the timeline was short, it was critical to gather feedback from these significant groups of people that are an integral part of the Highlands community. Stakeholder groups that were consulted and meeting dates include:</p> <ul style="list-style-type: none"> -Site Leadership Team Meeting: March 17, 2010 -School Site Council Meeting: April 15, 2010 -Parent/Community Meeting: April 28, 2010* -HHS ELAC Meeting: May 11, 2010* -HHS Site Leadership Team Meeting: March 7, 2010 -HHS Site Meetings: April 7, 2010; April 28, 2010; May 12, 2010 -Teachers' Association/District Meeting: May 19, 2010 -Board of Trustees Meeting: May 25, 2010 <p>The agendas of these meetings are included in the Appendix of this document.</p> <p>The input that was obtained from these meetings include: all of the stakeholder meetings showed that they supported the Transformation Model over the other three models; some votes were received for the Turn-Around Model; the parent groups, in particular, were against the Restart and School Closure models. Although some parents voiced that they were disillusioned with the school in general, they didn't feel that the school should be closed entirely or reopened as a charter school. This held true for the staff input as well; most of the staff felt that the Transformation Model was the best model for HHS. There were a number of staff who wanted the Turn-Around model; most of these were the newly-hired teachers. Because of the positive feedback generated in favor of the Transformation Model which would allow many changes to be made at the school, the Transformation Model was chosen.</p> <p>*Public Forum Meetings</p>

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Twin Rivers Unified School District	
County/District (CD) Code: 34/76505	
County: Sacramento	
LEA Contact: Kathryn Josephsen	Telephone Number: (916) 566-1600 x1326 or (916) 919-2482 mobile
E-Mail: kathryn.josephsen@twinriversusd.org	Fax Number: (916) 566-3587
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries 1 FTE SIG Coordinator to monitor & align grant implementation & reporting	\$103,000	\$106,000	\$109,000
2000–2999	Classified Personnel Salaries 1 FTE Clerk III to assist SIG Coordinator	\$ 30,500	\$ 32,200	\$ 33,700
3000–3999	Employee Benefits Coordinator & Clerk	\$ 45,400	\$ 47,600	\$ 50,000
5000–5999	Services and Other Operating Expenditures Consultants for District & site support: Professional Development, Cycle of Inquiry, Equity, Administer surveys, Assist with evaluation process, Prof. Learning Communities, Change Coaching, etc.	\$100,000	\$ 80,000	\$ 46,000
Subtotal:		\$278,900	\$265,800	\$238,700
7310 & 7350	LEA Indirect Costs .085	\$ 23,707	\$22,593	\$20,289
Total Amount Budgeted \$849,989=		\$302,607	\$288,393	\$258,989

SIG Form 4b—School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Highlands High School -formerly Highlands Academy of Arts & Design	
County/District/School (CDS) Code: 34/76505/34370	
LEA: Twin Rivers Unified School District	
LEA Contact: Dr. Kathryn Josephsen	Telephone Number: (916) 566-1600 x1326
E-Mail: kathryn.josephsen@twinriversusd.org	Fax Number: (916) 566-3587
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	\$752,066	\$889,034	\$690,310
2000– 2999	Classified Personnel Salaries	\$ 47,371	\$ 39,931	\$ 41,567
3000– 3999	Employee Benefits	\$199,452	\$234,219	\$204,149
4000– 4999	Books and Supplies	\$348,102	\$ 103,799	\$ 79,399
5000– 5999	Services and Other Operating Expenditures	\$175,336	\$203,734	\$182,330
6000– 6999	Capital Outlay	\$202,767	\$ 6,667	\$ 6,666
	Subtotals:	1,725,094	1,477,384	1,204,421
7370 & 7380	Transfers of Direct Support Costs (x .0805)	\$ 120,454	\$ 114,327	\$ 93,159
Total Amount Budgeted \$4,807,732		\$1,845,548	\$1,591,711	\$1,297,580

SIG Form 5a-LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Budget Narrative

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Salary of 1 FTE SIG Program Coordinator to monitor & align grant implementation & reporting x 3 yrs	\$ 318,000	1000
Benefits for SIG Coordinator above	\$ 79,000	3000
Salary of 1 FTE Clerk III to assist SIG Program Coordinator x 3 yrs	\$ 96,400	2000
Benefits for Clerk III above	\$ 64,000	3000
Pivot Learning Partners Consultants & Coaching for SIG application support, SIG implementation, District & site Cycle of Inquiry Professional Development, Equity Coaching, Administer DAS, APS, ELSSA & ISS surveys, assist with teacher evaluation process, Plan & Provide Staff Retreats, PLC work, Change Implementation PD & support, Site Leadership Team training, Teacher Leader etc.	\$226,000	5000
Subtotal:	\$783,400	
Transfers of indirect costs x .085	\$ 66,589	7310
GRAND TOTAL LEA BUDGET:	\$849,989	

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Highlands High School -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>A. Developing and increasing teacher and school leader (and other staff) effectiveness</u>		
Substitutes/pay for +8 teachers x 8 days to work on new teacher evaluation process, year 1	\$ 12,800	1100
Benefits for 8 teachers above in evaluation process	\$ 1,500	3101
Staff incentives for meeting Math targets TBD, cash,	\$ 30,000	1100
conference registration, classroom supplies etc. x3 yrs	\$ 20,000	5200
Staff incentives for meeting ELA targets TBD, cash,	\$ 30,000	1100
conference registration, classroom supplies etc. x3 yrs	\$ 20,000	5200
Staff Summer Retreat – focus on change- 5 days pay for Site Leadership Team +/- 15 teachers & 3 administrators, year 1	\$ 45,000	1100
Benefits for Staff Summer Retreat year 1	\$ 5,292	3101
Chart paper, materials & Refreshments for Summer Retreat year 1	\$ 500	4300
	\$ 1,000	5800
EL teaching strategies summer training for 50 teachers x 2 days x \$35/hr + Benefits yr 2	\$ 28,000	1100
	\$ 3,300	3101
PLTW Summer Training registration \$2,300 for 2 teachers X 3 summers	\$12,000	5200
Room & Board for PLTW Summer Training \$820 for 2 teachers X 3 summers	\$ 5,000	5200
Travel to PLTW Summer Training (airfare or mileage depending on location which may vary each summer) for 2 teachers X 3 summers - estimated	\$2,400	5200
Stipend for 12 day PLTW Summer Institute \$1,200 for 2 teachers X 3 summers	\$7,200	1100
1 FTE Library Media Technician to focus on clerical tasks, freeing Teacher Librarian to teach Info Literacy skills in conjunction with classroom teachers x 3 yrs	\$ 98,719	2200
Benefits for above Library Media Technician x 3 yrs	\$ 62,759	3000
Faculty set of books for Professional Reading & Collaboration setting school culture x 3 yrs	\$ 3,000	4200

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Highlands High School** -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>A. Developing and increasing teacher and school leader (and other staff) effectiveness (cont'd)</u>		
Departmental and inter-departmental Collaboration/ yearly planning (ie Special Ed Dept. with English Dept., etc.) as either 2 days per teacher release time or extra pay x 3 yrs	\$ 63,000	1100
Benefits for above collaboration days x 3 yrs	\$ 7,400	3101
Stipend for 5 teachers to attend AVID Summer Institute, \$500 X 5 teachers X 3 summers & Benefits	\$ 7,500 \$ 1,350	1100 3101
AVID Summer Institute Registration, 5 teachers X \$800 each X 3 summers	\$12,000	5200
Site membership in College Board \$375/yr x 3 yrs	\$ 1,125	5300
College Board 2-day Prof. Dev. On Vertical Team Alignment, max 30 participants	\$ 8,400	5100
Saturday pay for 30 teachers Vertical Team Alignment 12 hrs x \$35/hr + Benefits yr 2	\$ 10,800 \$ 1,300	1100 3101
4 SAYS (Sacramento Area Youth Speaks) Poet Residents for 10-12 sessions w/ students & lesson planning w/teachers @ \$2,000 ea x 3 yrs	\$ 24,000	5100
2 SAYS Poet Residents for afterschool residency sessions with students @ \$4,000 ea x 3 yrs	\$ 24,000	5100
SAYS Summer Institute to work with staff on being "Culturally Relevant Write Now" @ \$10,000 x 2 summers	\$ 20,000	5100
Misc. expenses for SAYS Summer Institutes: printing, props, refreshments, etc. yr 2 & 3	\$ 2,000 \$ 2,000	4300 5100
Stipends/pay for staff attendees at SAYS Summer Institutes (will vary – estimated) yr 2 & 3	\$ 8,000 \$ 4,000	1100 3100
Ongoing 'Measures' student database & 'School Loop' training by Learning Coaches during Late Start Wednesdays/ District PD days	\$ 0	
Pay or release time for staff to attend 5 days of Equity Training yr 2 + Benefits	\$ 47,500 \$ 6,500	1100 3101

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Highlands High School** -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>A. Developing and increasing teacher and school leader (and other staff) effectiveness (cont'd)</u>		
Teacher professional development for online courses and e-teacher's Guides @ \$495 x 4 teachers x 2 yrs	\$ 4,000	5100
Customized webinar professional development specific to Highlands' teachers' needs 1 yr	\$ 3,500	5100
e-teacher's Guides @ \$200/online course x 3 yrs	\$ 6,000	4200
6 hrs free staff training for each SMART Board purchased (see Section B)	0 free	
Summer Trainer of Trainers 12 day Math intervention professional development registration for 2 teachers x \$1,500 x 2 summers	\$ 6,000	5200
Hourly pay for 2 teachers to attend summer Math training above @ \$35/hr x 72 hrs x 2 summers	\$10,080	1100
Benefits for above 2 teachers	\$ 1,200	3101
2 ELA Professional Dev. presenters, \$35 hourly rate, 4 ELA Intervention sessions of 2 hours ea + 2 hrs prep X 3 yrs	\$ 3,400	1100
Benefits for ELA Intervention presenters above	\$ 400	3101
Pay for 5 teachers to attend ELA Intervention Prof. Dev. Sessions above (120 hours @ \$35/hr) x 3 yrs	\$ 4,200	1100
Benefits for teachers above x 3 yrs	\$ 500	3101
.4 FTE Teacher as Intervention "Administrator" trained as technician for Math and Trainer of Trainers x 3 yrs	\$ 64,300	1100
Benefits for .4 FTE Interventions "Admin" Tchr x 3 yrs	\$ 7,600	3000
Substitutes for 5 Math Teachers to attend four half-day Professional Development sessions on data and Differentiating Math (led by .4FTE) x 3 yrs @ \$130/day	\$ 7,800	1100
Benefits for 5 substitute teachers above x 3 yrs	\$ 900	3100
BEST (Building Effective Schools Together) professional development Presenter 2 days/yr x 3 yrs	\$ 20,000	5100

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Highlands High School** -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>A. Developing and increasing teacher and school leader (and other staff) effectiveness (cont'd)</u>		
Pay for 10-12 teachers attending BEST training 2 days/yr & committee planning (hourly or release time) (no pay for Late Start Wednesday presenting/collaboration) x 3 yrs	\$ 10,080	1100
Benefits for above 10-12 teachers BEST training x3yrs	\$ 1,185	3101
Consultants for Admin Team coaching/leadership 4 days outside regular contract year @\$1,250/day x 4 days x 3 years	\$ 15,000	5800
Additional pay for Admin Team (8) outside regular contract year 4 days ea x 3 yrs	\$ 24,000	1300
Benefits for Admin Team (8 members) 4days outside regular contract year x 3 yrs	\$ 3,000	3000
Presenters for "Instructional Strategies with a High School Focus" 7-part workshop throughout years 2 & 3 @ \$24,5000/yr yr	\$ 49,000	5100
Pay for +/- 15 teachers attending "Instructional Strategies with a High School Focus" series: 70 hrs ea @ \$35/hr	\$ 36,750	1100
Benefits for +/-15 teachers at "Instructional Strategies"	\$ 4,400	3101
Materials, books, printing, supplies for "Instructional Strategies" series	\$ 2,000	4300
Staff and student incentives for meeting behavior, suspension & attendance goals – will vary, x 3 yrs	\$ 30,000 \$ 20,000	1000 3000
<u>B. Comprehensive instruction reform strategies</u>		
3 FTE Class Size Reduction AVID-trained Teachers, elective & methodologies for all grade levels x 3 yrs	\$662,000	1100
Benefits for 3 FTE CSR AVID trained Teachers	\$195,000	3000
AVID materials, binders, planners, printing, etc. for all students x 3 yrs	\$ 42,000	4300
"AVID Weekly" curric. for critical reading \$500 x 2 yrs	\$1,000	4100

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Highlands High School** -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>B. Comprehensive instruction reform strategies (cont'd)</u>		
AVID trainer visitations/support 8 days/yr x 3 yrs @ \$2,500/day	\$ 60,000	5100
Substitutes for 3 AVID teachers to meet w/AVID trainer ½ day, 4 x yr, x 3 yrs	\$ 14,400	1100
Benefits for AVID substitutes	\$ 3,000	3101
Career Technical Education (CTE) tools & materials to expand popular "Guitar Rocks" type classes to include furniture & other CTE related classes/projects. (includes maintenance & repair budget)		
Sliding Table Saw (1)	\$ 12,000	6400
Edge Belt Sander (1)	\$ 2,600	4300
Laser Cutter (1)	\$ 20,000	6400
Wide Belt Sander (1)	\$ 22,000	6400
Various wood/ lumber for projects	\$ 21,000	4300
Replacement & consumable materials	\$ 12,000	4300
PLTW (Project Lead the Way) Engineering materials for 3 yrs, Core Classes & Lab Inventory	\$100,000	4100
PLTW Biomedical Sciences materials for 3 yrs, Core Classes & Lab Inventory	\$ 70,000	4100
Digital Media Pathway course industry standard equipment: (includes tax, shipping & handling)	\$ 62,100	6400
Recording booth \$ 4,400		
Storage locker \$ 1,900		
2 Tube microphones \$ 6,100		
3 Keyboard stations \$24,200		
4 Key workstations \$23,300		
Handycam DCRVX \$ 2,200		
Expand 0 period / 7 th period class offerings (see Section C for costs)		

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Highlands High School** -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>B. Comprehensive instruction reform strategies (cont'd)</u>		
ELA state-approved intervention curriculum such as Read 180 Levels B & C, etc.	\$ 103,000	4100
Student computer workstations networked with monitors for ELA interventions (30 ea) yr 1	\$ 30,000	6400
1 FTE Literacy Coach x 3 yrs	\$ 210,000	1100
Benefits for Literacy Coach x 3 yrs	\$ 64,000	3000
1 FTE Counselor serving EL, Special Ed & students who are scoring Basic or below in either ELA or Math x 3 yrs	\$ 210,000 \$ 64,000	1100 3000
2 SAYS Poet Residents @ \$4,000 ea for Afterschool residency sessions with students x 3 yrs	\$ 24,000	5100
SAYS Literacy "Spit," Poetry Workshop and Assembly @ \$1,000 x 3 yrs	\$ 3,000	5100
1 FTE Technology Learning Coach (focus on interventions & enrichments) x 3 yrs	\$ 210,000	1100
Benefits for Technology Learning Coach x 3 yrs	\$ 64,000	3000
Update & expand library collection (average age 1982) to include high-interest fiction, e-books, bilingual books, non-fiction in high-demand curricular areas, etc	\$ 50,000	6300
Library subscriptions for specialized databases such as Career Transitions \$1,495, Global Issues in context \$1,995, Opposing Viewpoints \$1,995 etc. x 3 yrs	\$ 20,000	6300
33 SMART interactive white boards, software, hardware, installation @ \$2,100 ea + tax S/H (24 for core ELA/Math classes yr 1, 9 more yr 2)	\$ 80,000	4400
BEST (Building Effective Schools Together) materials, printing, posters, student incentives, etc. x 3 yrs	\$ 9,000	4300
Math state-approved intervention curriculum such as Fast Track Math, etc.	\$ 70,000	4100
Online ELA, Math CAHSEE courses \$50,000/yr x 3 yrs	\$ 150,000	5000
Online ELA & Math credit recovery \$15,000/yr x 3 yrs	\$ 45,000	5000

SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: **Highlands High School** -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>C. Increase learning time and create a community-oriented school</u>		
Expand 0 period / 7 th period	See costs in B	
Extra pay for Saturday, Afterschool & other non-school day CAHSEE Math & ELA seminars. 40 ea (approx 10 ELA & 10 Math/yr) 2-hr sessions x \$35/hr	\$ 8,400	1100
Benefits for non-school day CAHSEE teachers	\$ 1,200	3101
Pay \$13 test fee for PSAT for all 200 juniors x 3 yrs	\$ 7,800	5800
Pay for AP exams as needed (either \$85 full price or \$5 for those eligible for fee waiver), approx 50 students per yr x 3 yrs	\$ 1,000	5800
Pay \$47 test fee for practice ACT (including writing portion) for approx. 30 eligible sophomores x 3 yrs	\$ 4,300	5800
Salaries for summer Jumpstart to High School staff & planning for incoming 9 th graders	\$ 15,000	1100
Benefits for Jumpstart teachers	\$ 2,000	3101
10 Project Inspire Parent Connection Workshop presenters x 12 hrs/yr x 3 yrs (four 3-hr workshops/yr)	\$ 10,800	1200
Benefits for Project Inspire presenters	\$ 1,270	3000
6 Project Inspire support staff x 12 hrs/yr x 3 yrs	\$ 18,000	2200
Benefits for Inspire support staff	\$ 4,167	3000
3 Translator Technicians for documents, hours vary	\$ 9,000	2400
Material, supplies for 3 Project Inspire workshops/yr @ \$2,400/yr x 3 yrs	\$ 7,200	4300
IT Support time for Inspire workshops, hours vary, \$600/yr x 3 yrs	\$ 1,800	2400
Benefits for IT Support, Project Inspire	\$ 420	3000
Custodial overtime for Project Inspire (approx 12 hrs/yr x \$28/hr x 3 yrs	\$ 1,350	2900
Benefits for Custodial overtime Project Inspire	\$ 320	3000

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Highlands High School -formerly Highlands Academy of Arts & Design

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<u>C. Increase learning time and create a community-oriented school (cont'd)</u>		
Refreshments & childcare for Project Inspire parent workshops @ \$800/workshop x 3/yr = \$2,400 x 3 yrs	\$ 7,200	5100
1 FTE Positive Behavior Program Specialist x 3 yrs	\$ 210,000	1100
Benefits for Positive Behavior Program Specialist	\$ 64,000	3101
Extra pay for 0 period/ 7 th period AP teacher salaries \$14,000 x # of extra periods approx. 4 per yr x 3 yrs	\$168,000	1100
Benefits for 2 period/ 7 th period teachers	\$ 20,000	3101
Create Service Learning courses and a process for students to earn credit for community service	\$ 0	
Study extending or restructuring the school year school/ day- funds allocated if implemented	\$132,400 \$ 21,857	1100 3101
<u>D. Providing operational flexibility and sustained support</u> -no budgeted costs in this section		
Study extending or restructuring the school year school/ day (cost of implementation in Section C)	\$ 0	

Subtotal	\$4,406,899	
Indirect costs .0805	\$ 327,940	7310

GRAND TOTAL SCHOOL BUDGET	\$4,734,839	

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/drug.asp>)

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Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Highlands High School
6601 Guthrie Way
North Highlands, CA 95660

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and

implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Twin Rivers Unified School District
Name of Program: Highlands High School Improvement Grant
Printed Name and Title of Authorized Representative: Frank S. Porter, Superintendent
Signature: *Frank S. Porter* Date: 7/2/10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Wednesday, May 05, 2010

California Department of Education (<http://www.cde.ca.gov/fg/fo/fm/lobby.asp>)

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Lobbying

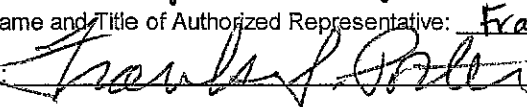
Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Twin Rivers Unified School District
Name of Program: Highlands High School Improvement Grant
Printed Name and Title of Authorized Representative: Frank S. Porter, Superintendent
Signature:  Date: 7/2/10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

Last Reviewed: Tuesday, February 24, 2009

California Department of Education (http://www.cde.ca.gov/fg/fo/fm/debar.asp)

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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Twin Rivers Unified School District

Name of Program: Highlands High School Improvement Grant

Printed Name and Title of Authorized Representative: Frank S. Porter

Signature: Frank S. Porter Date: 7/2/10

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

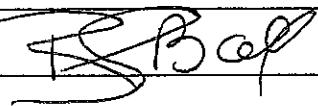
1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name	Twin Rivers Unified School District
Authorized Executive	Rob Ball, Associate Superintendent, Business
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Highlands High (formerly Highlands Academy of Arts & Design)	347650534370	0601332		X					X			\$ 4,734,839

SIG Form 10—Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for

School: Highlands High School (formerly Highlands Academy of Arts & Design)					Tier: I or (II) (circle one)	
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>2</u> LEA <u>8.4</u> School <u>0</u> Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	A. Developing and increasing teacher and school leader (and other staff) effectiveness					
NP	• Replace the principal: Mr. Darryl Hawthorne assigned as principal July 1, 2009	2009-10	---	In kind	---	Kathryn Josephsen
ES	• Establish a committee to create and pilot a teacher evaluation system taking into account data on student growth & graduation rates (members to include district representatives, bargaining unit leadership & teachers)					Tom Janis, HR

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ES	Form committee Pilot/refine evaluation system	2010-11 2011-13	\$ 14,300 - ---	\$5,000 \$10,000	PLP Consultants PLP Consultants	Patty Smart, HR
IRR	<ul style="list-style-type: none"> Identify & reward staff who have improved student achievement. Rewards may include opportunities to attend conferences, pursue career enhancement courses, offer 2 hours of district PD credit for 1 hour of actual PD time, etc); Provide rewards/incentives for meeting behavior, suspension, and attendance goals 	2010-13	\$100,000	In kind	Measures Data Base System/ Business Svcs	Darryl Hawthorne
OF	Work with HR Dept & teachers to increase flexibility with voluntary / involuntary transfer process. Principal will have final approval regardless of seniority and tenure.	Starting in 2010	---	In kind	Measures Data Base System/ HR Dept.	Darryl Hawthorne Patty Smart HR Kathryn Josephsen
OF, IRR, TA	Identify and remove staff who, after ample opportunities have been provided to improve their professional practice, have not done so	Spring 2011, 2012, 2013	---	In kind	Measures Data Base System/ HR Dept	Darryl Hawthorne Patty Smart HR Kathryn Josephsen
Required Component	Services & Activities	Timeline	Projected Costs		Resources	Oversight

Acronym			School	LEA		
PD	2 Staff Summer Retreats PD (5 days-before school starts.) Stipends for certificated staff	2010-13	\$ 51,792	\$40,000	PLP Consultants	Darryl Hawthorne Kathryn Josephsen
PD	EL Teaching Strategies training (summer)	2011-13	\$ 31,300	In kind	District Curric. Coordinators	Laura Lofgren
PD	Project Lead the Way summer training	2010-13	\$26,600	-----	PLTW	Darryl Hawthorne
PD, IP	Hire 1 FTE Library Media Technician	2010-13	\$199,600	In kind	HR Dept	Tim Gardes Darryl Hawthorne
PD	Establish Professional Learning Communities & Cycle of Inquiry Training	2010-13	----	\$36,000	PLP Consultants	Kathryn Josephsen
PD	Faculty sets of books; change management coaching	2010-13`	\$ 3,000	\$37,400	TitleTBD, & PLP Consultants	Darryl Hawthorne
PD	Dept collaboration & cross collaboration	2010-13	\$ 70,400	----	----	Darryl Hawthorne
PD	AVID Summer Institute (5 teachers)	2010-13	\$ 20,850	----	AVID Trainers	Gary Bly
PD	Hire .4 FTE Interventions "administrator" teacher	2010-13	\$ 71,900	In kind	HR Dept	Darryl Hawthorne
PD	College Board Site Membership & 2-day PD on vertical team alignment	2010-11	\$ 21,625	----	College Board Trainers	Kathryn Josephsen
PD, IP	Sacramento Area Youth Speaks (SAYS) Training, Poet residents & lesson planning	2010-11	\$ 84,000	-----	SAYS Trainers, UC Davis	Sher Chycoski
PD FCE	School Loop and Measures Training	2010-13	----	In kind	District Instructional Tech Coordinators	Steve Scott

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
PD	Equity Training	2011-12	\$54,000	\$20,000	PLP Consultants	Kathryn Josephsen
PD	Instructional Technology Training for student online courses, e-teachers guides, customized webinars	2010-13	\$13,500	----	IT Trainers; District Instr. Technology Coordinators	Steve Scott
PD	Intervention Program Training (English Language Arts)	2010-13	\$ 8,500	----	TBD	Laura Lofgren
PD	Intervention Program Training (Math)	2010-13	\$25,980	----	TBD	Kathleen Walker
PD	Building Effective Schools Together (BEST) Training for positive behavior support systems. materials	2010-13	\$40,265	----	BEST Trainers, U of Oregon	Kathryn Josephsen (Jane Claar)
PD	Leadership Coaching for site Administrative & Leadership Teams (some release time)	2010-13	\$42,000	\$20,000	PLP Consultants	Kathryn Josephsen
PD	'Instructional Strategies with a High School Focus' training for all teachers	2011-13	\$92,150	----	TBD	Kathryn Josephsen
PD	Financial incentives to all classified and certificated employees at the school based on student achievement on the CSTs and/or other assessments	2010-13	\$50,000	---	Business Svcs, Clerical Support	Darryl Hawthorne (Kathryn Josephsen)

Required Component	Services & Activities	Timeline	Projected Costs		Resources	Oversight
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Acronym			School	LEA		
	B. Comprehensive Instruction reform strategies					
IP	Administer the Academic Program Survey (APS) and the District Assistance Survey (DAS) to establish baseline data for the site/district	May 2010	----	\$1,300	PLP Consultants	Kathryn Josephsen
IP	Administer English Learner Subgroup Self Assessment (ELSSA) and Inventory of Services and Supports (ISS) to establish baseline data for EL students and students with disabilities	Fall 2010	----	\$ 1,300	PLP Consultants	Darryl Hawthorne
IP	Hire 3 FTE CSR AVID trained teachers	2010-13	\$857,000	----	HR Dept	Darryl Hawthorne
IP	Implement AVID strategies schoolwide	2010-13	\$ 42,000	----	Binders, planners, printing, etc.	Darryl Hawthorne
IP	AVID Trainer site visits/ Support for staff	2010-13	\$ 78,400	----	AVID Trainers & Sac. Co. Office of Education	Darryl Hawthorne
IP	Expand CTE Career & Technical Education classes	2010-11	\$ 89,600	----	Equipment	Darryl Hawthorne
IP	Implement Project Lead the Way (Engineering)	2010-13	\$100,000	----	Core classes, lab inventory	Darryl Hawthorne
IP	Implement Project Lead the Way (Biomedical Sciences)	2010-13	\$ 70,000	----	Core classes, lab inventory	Darryl Hawthorne
IP, ILT	Implement the Digital Media Pathway	2010-13	\$ 62,100	----	Media equipment	Darryl Hawthorne
IP	SIG application/implementation	2010-13	----	\$35,000	PLP Consultants	K. Josephsen

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ILT	Expand Ø (Zero) period and 7 th period class offerings	2010-13	\$188,000	----	HR Dept	Darryl Hawthorne
ILT, IP	Research & implement ELA intervention program	Fall 2011	\$103,000	---	TBD	Darryl Hawthorne
ILT, IP	Purchase student computer work stations/network with monitors for ELA interventions	2010	\$ 30,000	In kind	Business Services	Darryl Hawthorne
IP, PD, RPR	Hire 1 FTE Literacy Coach	2010-13	\$274,000	In kind	HR Dept	Darryl Hawthorne
IP, SD	Hire 1 FTE Counselor (additional)	2010-13	\$274,000	----	HR Dept	Darryl Hawthorne
IP	Implement Sacramento Area Youth Speaks (SAYS) program	2010-13	\$ 27,000	----	SAYS trainers, UCDavis	Sher Chycoski
PD, RPR, IP, SD	Hire 1 FTE Instructional Technology Learning Coach	2010-13	\$274,000	In kind	HR Dept	Steve Scott (Darryl Hawthorne)
IP	Update/expand library book collection, databases, e-books	2010-13	\$ 50,000 \$ 20,000	---- ----	TBD TBD	Tim Gardes Library Services
IP	Purchase SMART/ interactive white boards	2010-13	\$ 80,000	In kind	Business Services	Darryl Hawthorne
IP, SD, PD	Hire 1 FTE Positive Behavior Support Program Specialist- create positive BEST culture	2010-13	\$274,000	----	HR Dept Student Support Services	Kathryn Josephsen (Jane Claar)
ILT, IP	Research & implement Math intervention program	Fall 2011	\$ 70,000	----	Ed Services	Kathleen Walker (Darryl Hawthorne)

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
SD, ILT	Provide online opportunities for tutoring, credit recovery, CAHSEE prep, support for EL and students with disabilities, and elective courses	2010-13	\$195,000	In kind	TBD	Darryl Hawthorne
SD, PD	Learn and use <i>Measures</i> database for student data analysis	2010-13	----	In kind	TBD	Darryl Hawthorne Ed Services Dept
SD, PD, FCE	Learn and use <i>School Loop</i> for early warning of students at risk	2010-13	----	----	Dist. Instructional Technology Coordinators	Steve Scott
SD, OF, TA	Create and implement a school-wide grading system	2010-13	----	----	Site Staff	Darryl Hawthorne Ed Services Dept
	C. Increase learning time & create a community-oriented school					
ILT	Expand Ø (Zero) period and 7 th period class offerings	2010-13	see Section B	see Section B	see Section B	see Section B
ILT, SD	Create CAHSEE Math and ELA seminars/interventions on Saturdays, after school, and on school breaks throughout the school year; tutoring; credit recovery programs...	2010-13	\$ 9,600	----	HR Dept, Business Services	Darryl Hawthorne Patty Smart
	Offset student costs of AP exams, ACT & PSAT	2010-13	13,100	----	Business Services	Darryl Hawthorne

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
ILT, SD	Create and implement academic summer 9 th grade jumpstart/ orientation program to prep for High School	2010-13	\$ 17,000	----	TBD	Darryl Hawthorne
ILT, SD, FCE	Combine strategies with Full Service Community School Grant	2010-13	----	----	TBD	Darryl Hawthorne
FCE	Provide Project Inspire Parent Connection Workshops	2010-13	\$ 61,527	----	Parent Involvement Dept	Lorena Morales-Ellis
FCE	Implement parent/ guardian walk-through tours and visitation days at school	2010-13	----	----	Site staff	Darryl Hawthorne
FCE	Designate & staff a parent room for School Loop access, parent training, etc.	2010-13	----	----	Site staff	Darryl Hawthorne
FCE, IP	Create Service Learning courses and give credit for specific community service	2010-13	----	In kind	Keenya Powell	Darryl Hawthorne
FCE, ILT	Involve community in studying the need to extend or restructure the 2011-12 school day/ year and implement	TBD	\$154,257	---	Site Staff	Darryl Hawthorne
	D. Providing operational flexibility and sustained support					
OF, TA	Work on flexibility agreements regarding voluntary/involuntary transfer process at Highlands	2010-13	See Section A	See Section A	See Section A	See Section A

Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
OF	Establish a committee to create and pilot a teacher evaluation system taking into account data on student growth & graduation rates (members to include district representatives, bargaining unit leadership & teachers)	2010-13	See Section A	See Section A	See Section A	See Section A
OF, SD, PD, IP	Work with District Data Team & District Instructional Technology Coordinators to provide support/ training for data analysis and improving technology competencies	2010-13	----	In kind	Ed. Services/ clerical support	Steve Scott
SD, PD, IP	Work with District Curriculum & Professional Development Committee to provide professional development as needed	2010-13	----	In kind	Ed. Services/ clerical support	Gloria Hernandez
TA	Hire 1 FTE SIG Program Coordinator	2010-13	----	\$397,000	Ed. Services	Kathryn Josephsen
TA	Hire 1 FTE Clerk III (to support SIG Program Coordinator)	2010-13	----	\$160,400	Ed Services/ clerical support	Kathryn Josephsen
TA, OF, ILT	Study the need to extend or restructure the school day/year for 2011-12	TBD	See Section C	See Section C	See Section C	See Section C
TA	Coaching for District Leadership (Executive Director & Coordinator) on change implementation	2010-13	----	\$ 20,000	PLP Consultants	Kathryn Josephsen

Appendix B: School Improvement Grant Model Component Acronyms

Use the following acronyms to correlate your responses in the implementation charts with the model components.

Turnaround model:

Replace the principal and grant the new principal sufficient operational flexibility. (RP)

Screen all existing staff and rehire no more than 50 percent, and select new staff. (SS)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Provide staff ongoing job-embedded professional development. (PD)

Adopt a new governance structure. (GS)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide appropriate social-emotional and community-oriented services. (SCO)

Transformation model:

Replace the principal who led the school prior to commencement of the transformed model. (RP)

Use rigorous, transparent, and equitable evaluation systems for teachers and principals. (ES)

Identify and reward school leaders, teachers, and other staff and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. (IRR)

Provide staff ongoing job-embedded professional development. (PD)

Implement strategies that are designed to recruit, place, and retain staff. (RPR)

Use data to identify and implement a new instructional program. (IP)

Promote the continuous use of student data. (SD)

Provide increased learning time. (ILT)

Provide ongoing mechanisms for family and community engagement. (FCE)

Give the school sufficient operational flexibility. (OF)

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization. (TA)

Restart model

Select a charter management organization (CMO), or an education management organization (EMO) that has been selected through a locally-determined rigorous review process. (SO)

Submit charter application to CDE (if applicable). (SCA)

Plan for or enter into contract with EMO. (CEMO)

Enroll any former student who wishes to attend the school. (ES)

Closure model

Decision reached to close school. (CS)

Enroll the students who attended the closed school in other schools in the LEA that are higher achieving. (OSE)

Ensure other schools are within proximity to the closed school. (CP)

Appendix C: School Improvement Grant Information Resources

LETTERS

Letter to Chief State School Officers – January 15, 2010

This letter announces the interim final requirements and the updated state application package for the School Improvement Grants program [PDF](#)

Letter to Chief State School Officers – December 2, 2009

This [letter](#) announces the final requirements and the state application package for the School Improvement Grants program.

NOTICES

Interim Final Requirements – January 15, 2010 [MS Word](#)

This document contains the interim final requirements governing the process that a State educational agency (SEA) uses to award school improvement funds authorized under section 1003 (g) of the Elementary and Secondary Education Act To local educational agencies (LEAs) in order to transform school culture and substantially raise the achievement of students attending the State's persistently lowest-achieving schools, including secondary schools. The official version will be posted in the U.S. Federal Register.

FREQUENTLY ASKED QUESTIONS

Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Act of 1965 – January 20, 2010 [MS Word](#)

Final Requirements for School Improvement Grants as Amended in January 2010 – January 28, 2010 [MS Word](#)

APPLICATION

SEA Application – January 15, 2010 [MSWord](#)

OTHER SCHOOL IMPROVEMENT RESOURCES

Academic Program Survey (APS)

<http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps>

Profiles of successful California schools

<http://www.cde.ca.gov/ta/lp/vl/improvingschls.asp>



Twin Rivers Unified School District

Data Report: April 2010

Twin Rivers Unified School District Report

Preliminary Questions Before Review of Data

As you look the data over, consider the following questions for each set of indicators:

Question #1

Where do we need to focus?

- ▶ Who is achieving and who is not?
- ▶ Who is getting rigorous curriculum and who is not?
- ▶ Where are we seeing gap growth and/or achievement drop offs?

Question #2

In which subjects and grades are students struggling the most and where are they making gains?

- ▶ Where are we seeing gains over time? Gap closure over time?

Question #3

Which student subgroups, if any, are overrepresented or underrepresented compared to the state? Compared to

Question #4

What are the policies and practices in place in your district to make sure that all students will learn and achieve?

The data presented here are a tool to consider which students are learning and achieving and which students are district staff and to help construct plans to ensure that all students can learn and achieve.

We hope that the data are helpful.

Note: All data are from the California Department of Education (CDE).

Twin Rivers Unified School District Report

CD Code:

34-76505

Enrollment by Race or Ethnicity

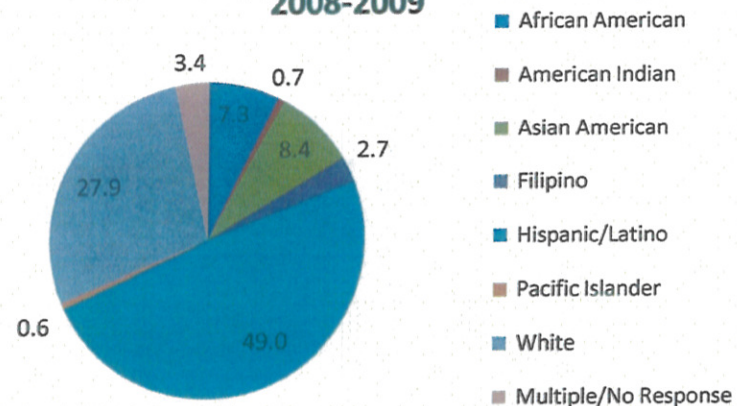
2008-2009

Percentage Highlands Percentage District Percentage State

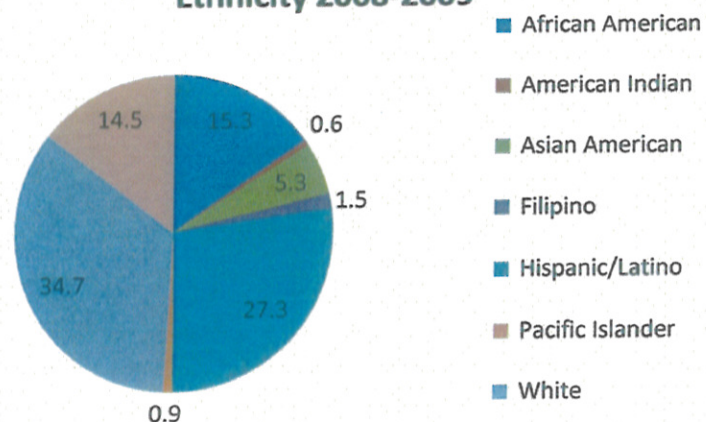
African American	15.3	15.5	7.3
American Indian	0.6	0.9	0.7
Asian American	5.3	9.5	8.4
Filipino	1.5	1.2	2.7
Hispanic/Latino	27.3	31	49.0
Pacific Islander	0.9	1.5	0.6
White	34.7	33	27.9
Multiple/No Response	14.5	7.4	3.4

California Enrollment by Race or Ethnicity

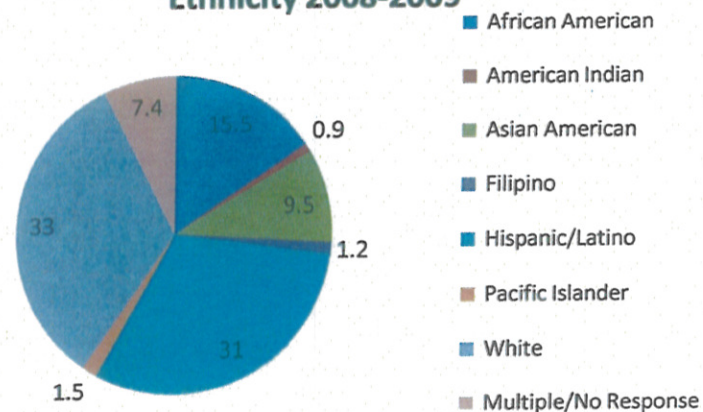
2008-2009



Highlands Academy Enrollment by Race or Ethnicity 2008-2009



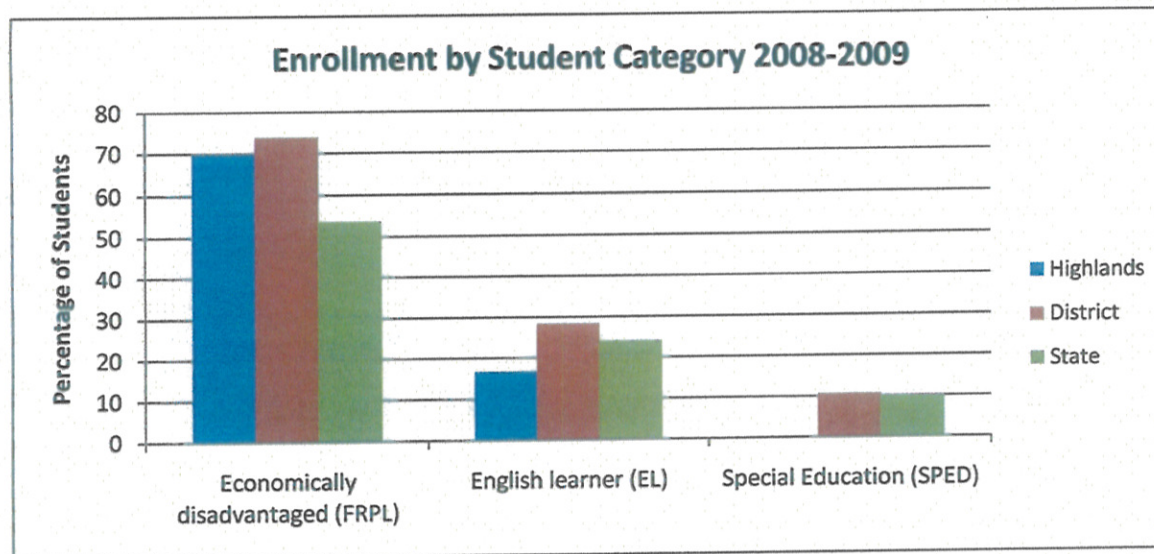
Twin Rivers USD Enrollment by Race or Ethnicity 2008-2009



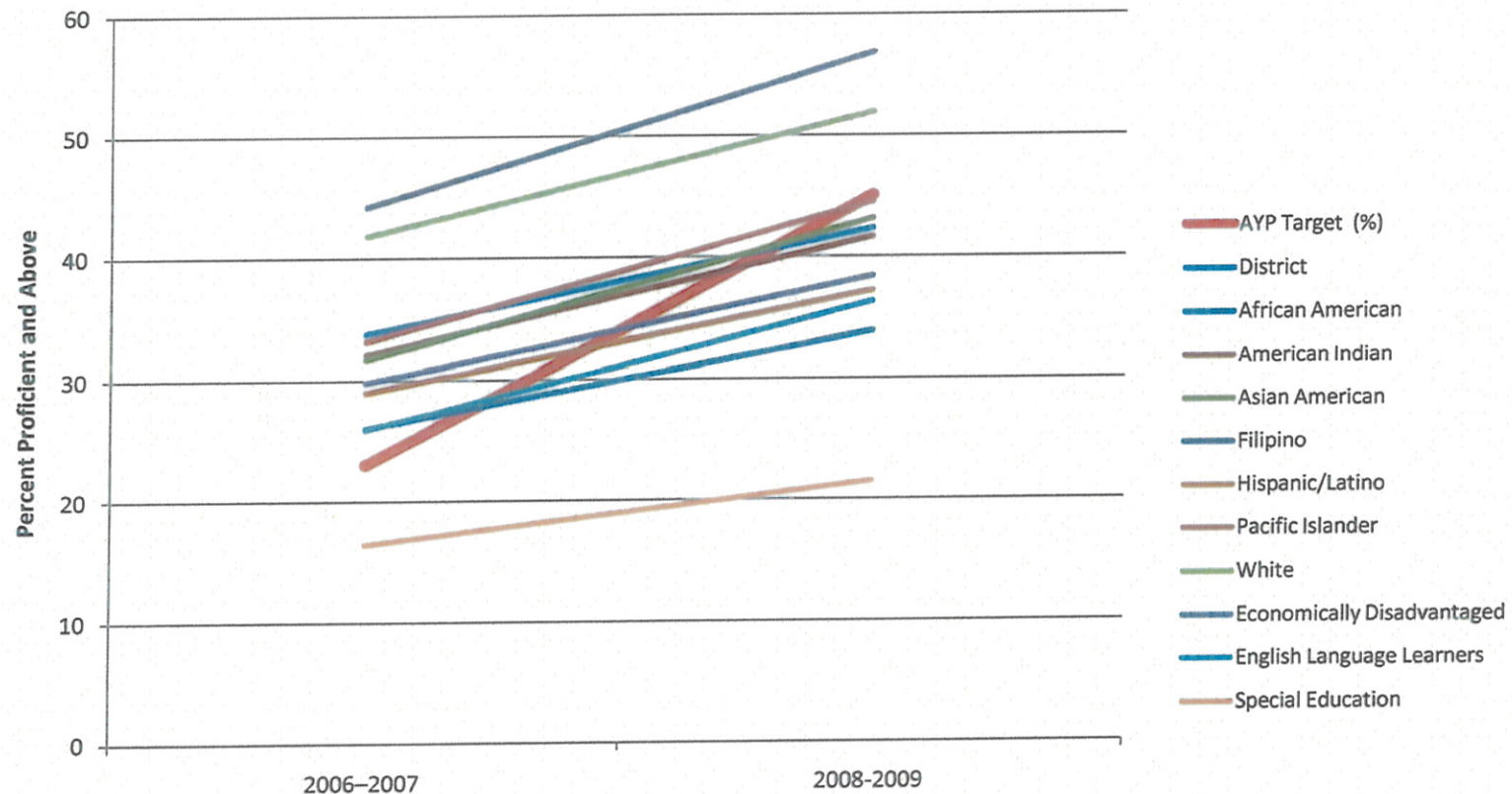
Twin Rivers Unified School District Report

2008-09 Enrollment by Student Category

	Highlands	District	State
Economically disadvantaged (FRPL)	69.7	73.9	53.7
English learner (EL)	16.7	28.4	24.2
Special Education (SPED)		10.7	10

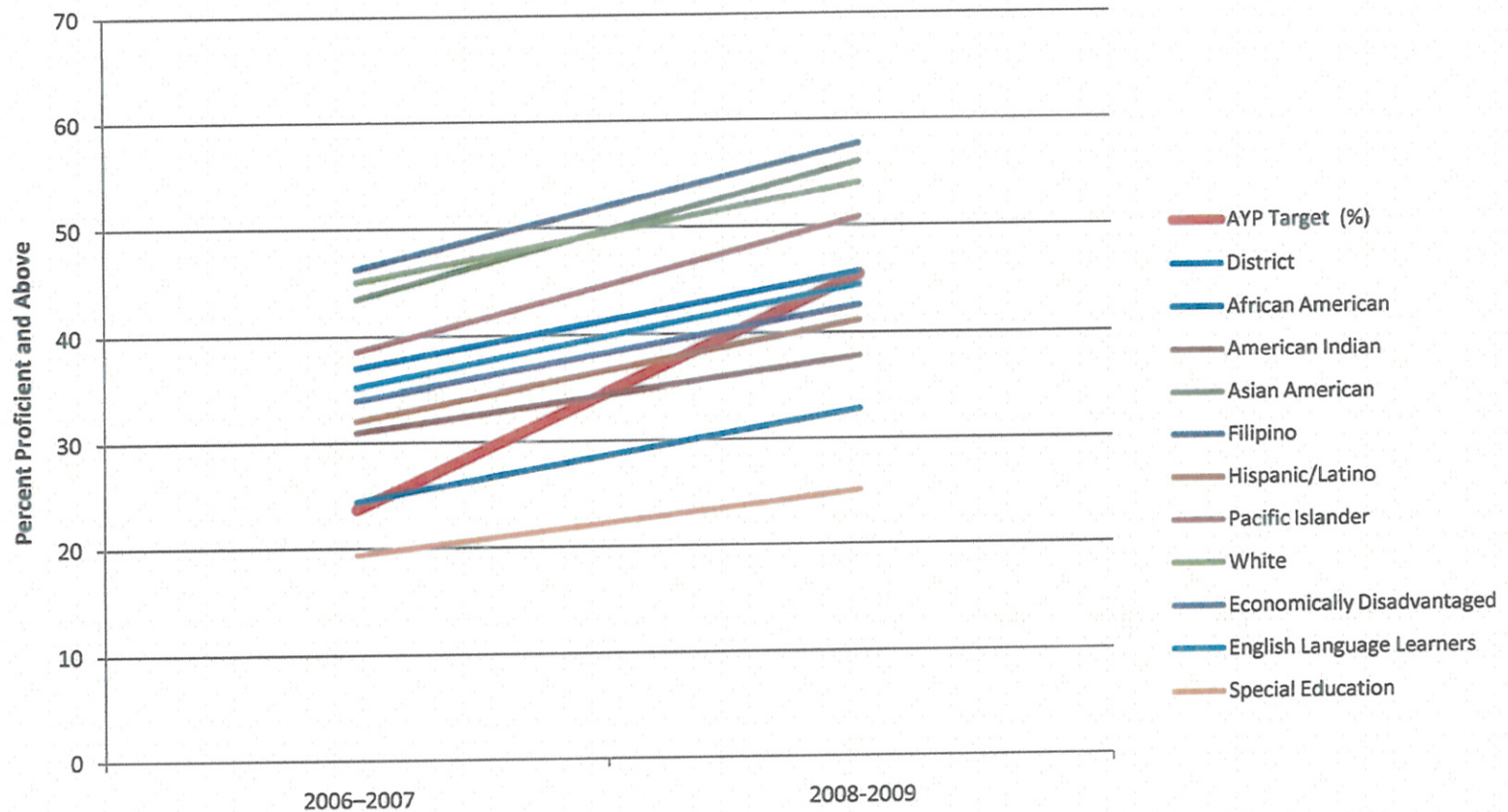


Twin Rivers Unified School District English Language Arts AYP 2007–2009



Consider: which subgroups failed to meet AYP targets for 2008–2009?
Which subgroups are at risk of failing to meet the increased AYP targets in 2009–2010?

Twin Rivers Unified School District Math AYP 2007–2009



Consider: which subgroups failed to meet AYP targets for 2008–2009? Which subgroups are at risk of failing to meet the increased AYP targets in 2009–2010? Where is the achievement gap shrinking? Where is it increasing?

Twin Rivers Unified School District Report

Percentage proficient and above

ELA AYP Unified Districts

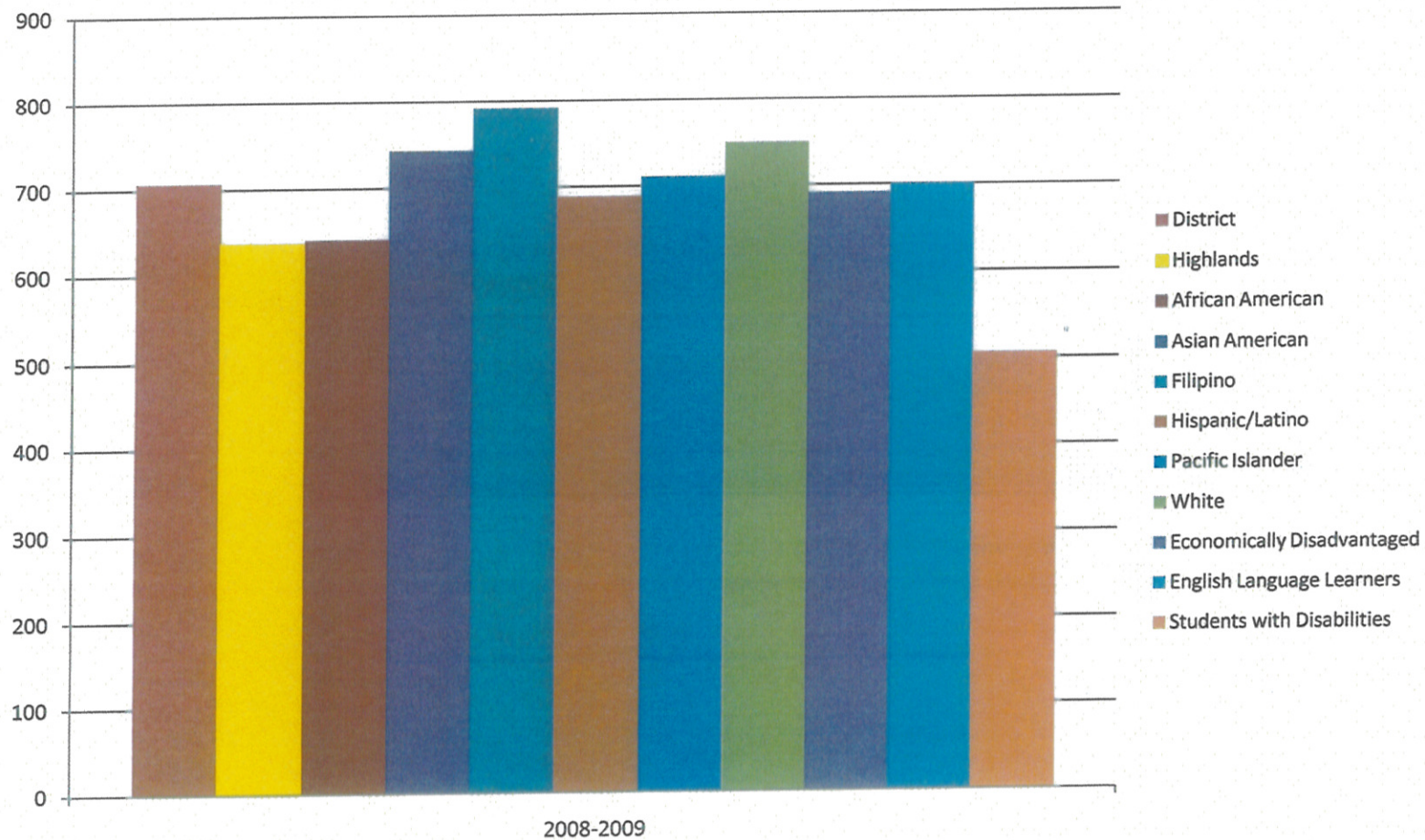
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
AYP Target (%)					23	34	45
District					33.8		42.3
Highlands							30.8
African American					26		33.9
American Indian					32.1		41.6
Asian American					31.7		43.1
Filipino					44.2		56.8
Hispanic/Latino					29		37.2
Pacific Islander					33.2		44.5
White					41.8		51.9
Economically Disadvantaged					29.8		38.4
English Language Learners					25.9		36.3
Special Education					16.4		21.5

Math AYP Unified Districts

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
AYP Target (%)					23.7	34.6	45.5
District					37		45.7
Highlands							27.1
African American					24.4		32.8
American Indian					31		37.8
Asian American					43.5		56
Filipino					46.3		57.7
Hispanic/Latino					32.1		41.2
Pacific Islander					38.6		50.8
White					45.1		54
Economically Disadvantaged					34		42.6
English Language Learners					35.2		44.5
Special Education					19.4		25.1

Note: Gray cells indicate data not available.

Twin Rivers Unified School District Academic Performance Index (API) Growth 2009



Twin Rivers Unified School District Report

API Growth

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
District							707
Highlands							637
African American							641
American Indian							
Asian American							743
Filipino							792
Hispanic/Latino							689
Pacific Islander							711
White							750
Economically Disadvantaged							691
English Language Learners							700
Students with Disabilities							506

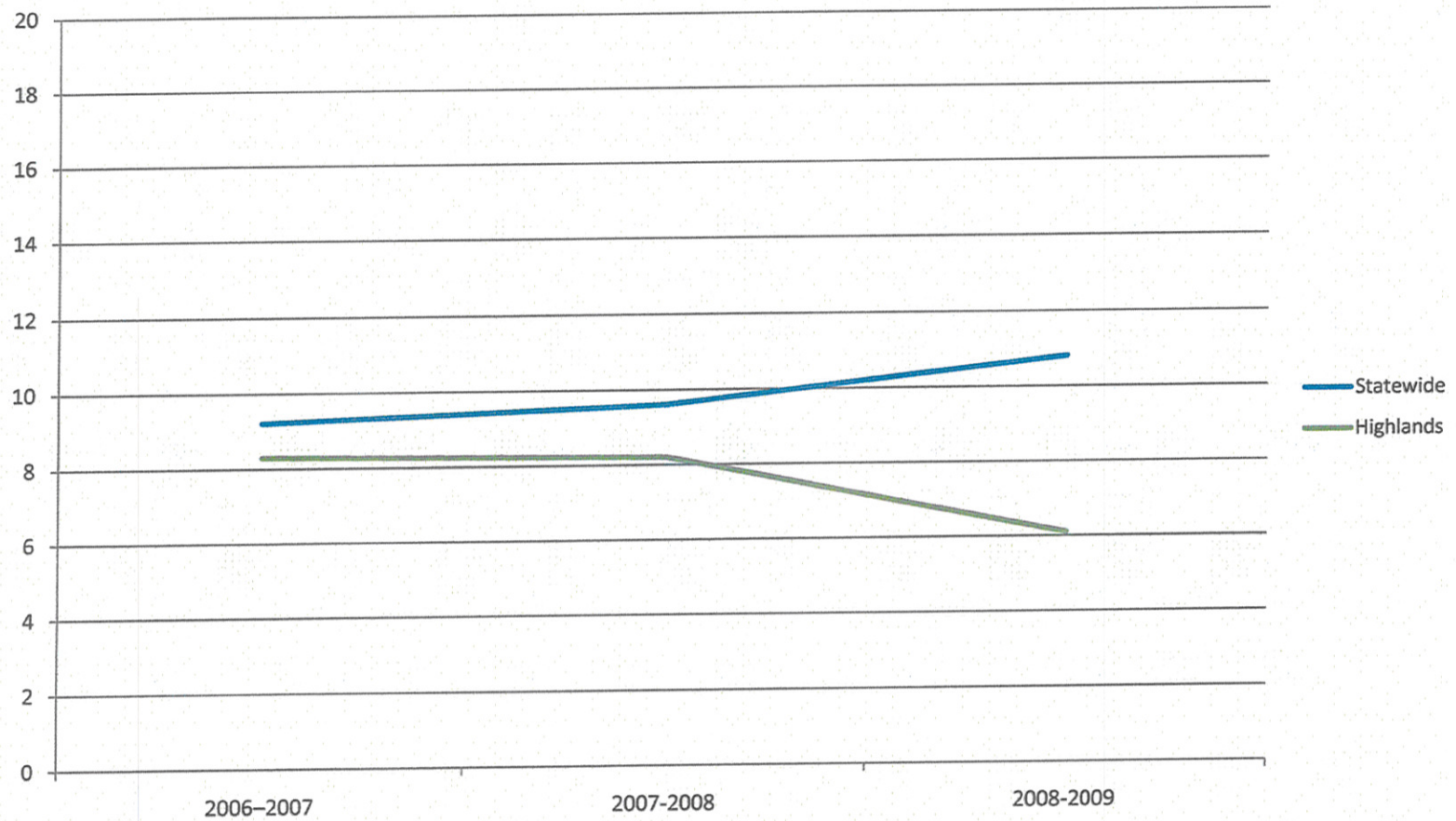
Consider the similarities and differences between AYP and API.

Which measure gives a better picture of overall academic performance?

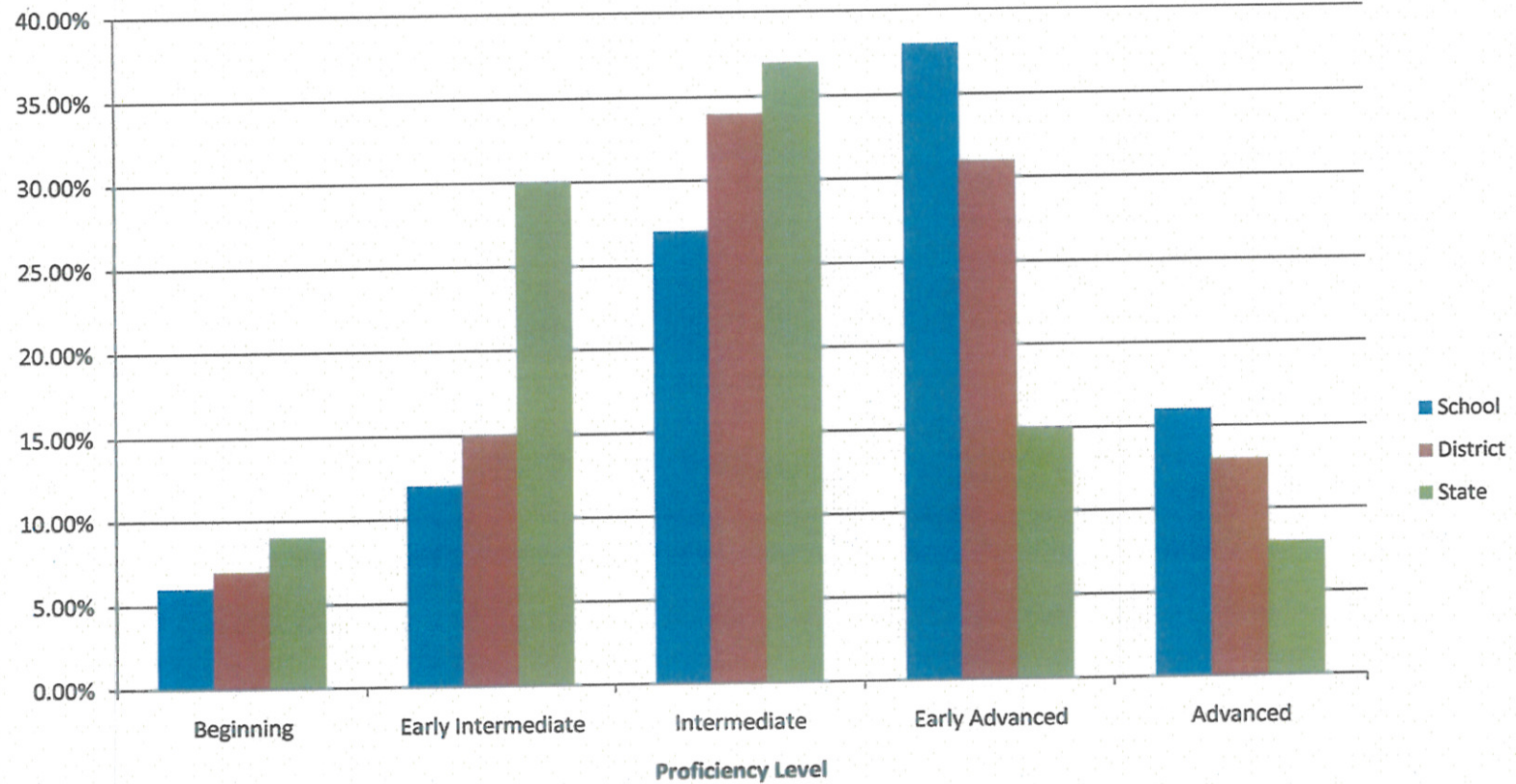
Note: Gray cells indicate data not available.

[Click here for more API data](#)

**Highlands Academy
Percentage of EL Students Redesignated to FEP
2007 to 2009**

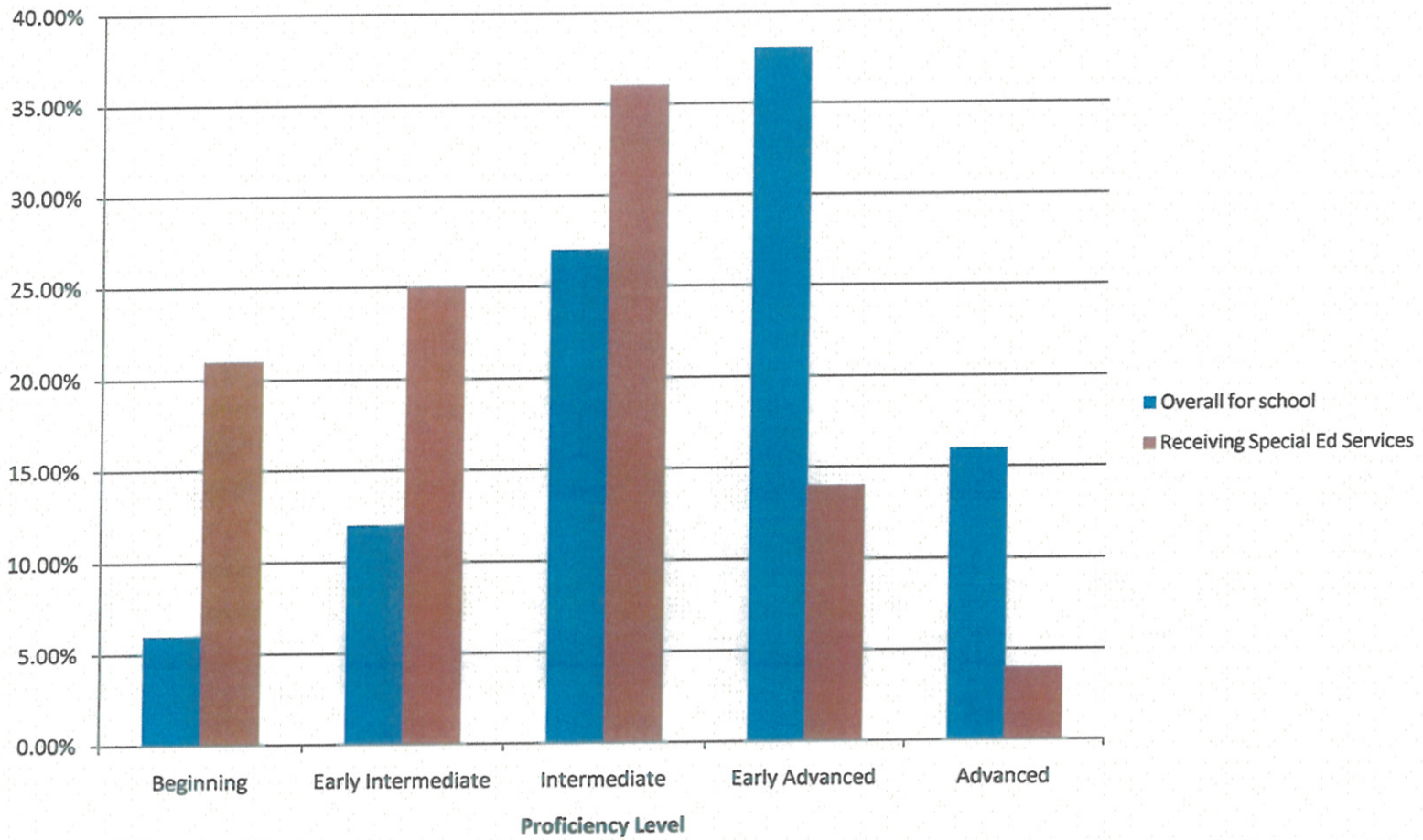


Highlands Academy CELDT Proficiency 2008–2009

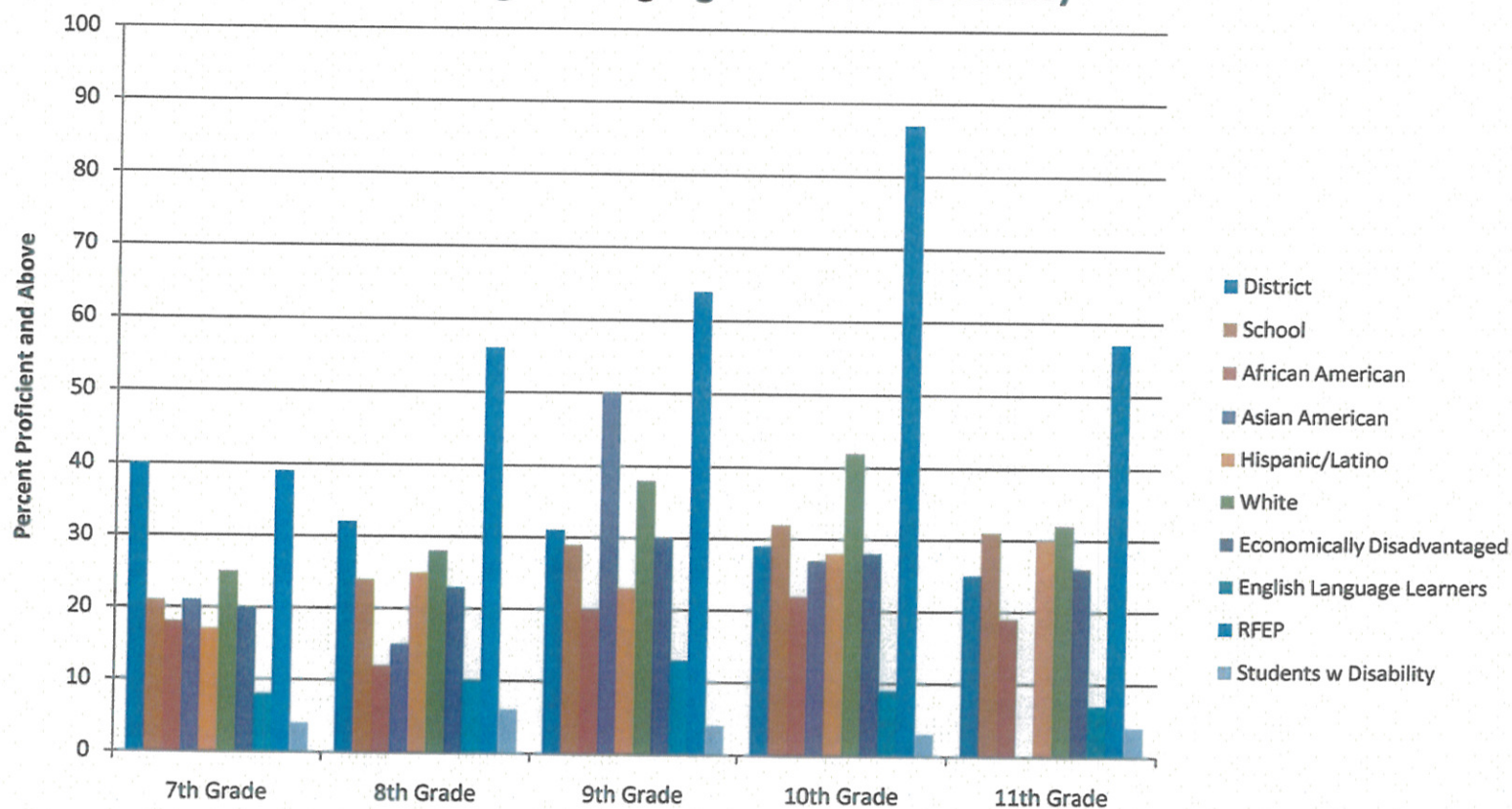


The chart above reports the percentage of English Learner students scoring in each of the five CELDT levels in 2008–2009 compared to the state. At which levels are students disproportionately represented?

Highlands Academy, 2008–2009 Special Education CELDT Proficiency

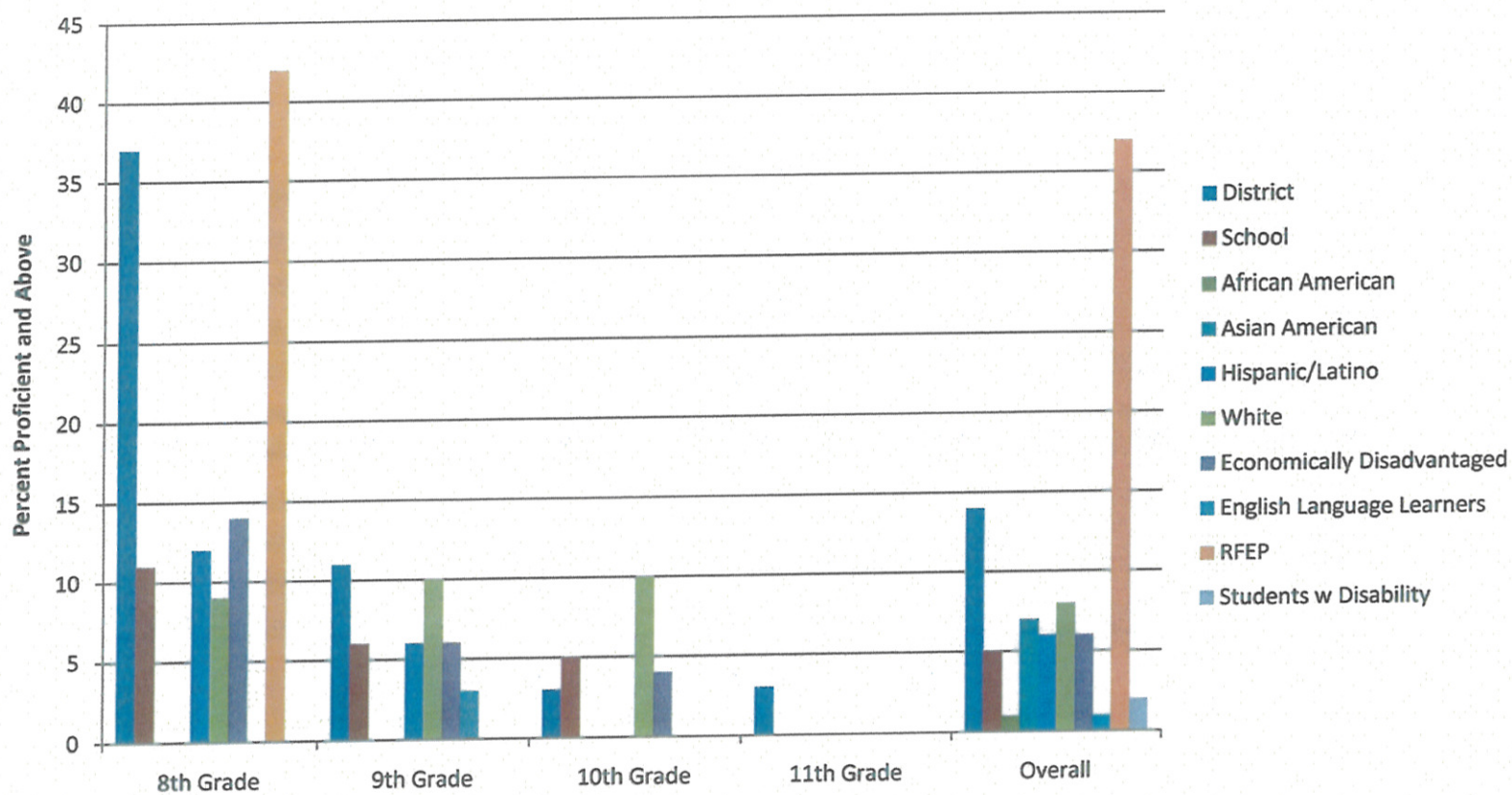


Highlands Academy, 2008–2009 English Language Arts CST Proficiency

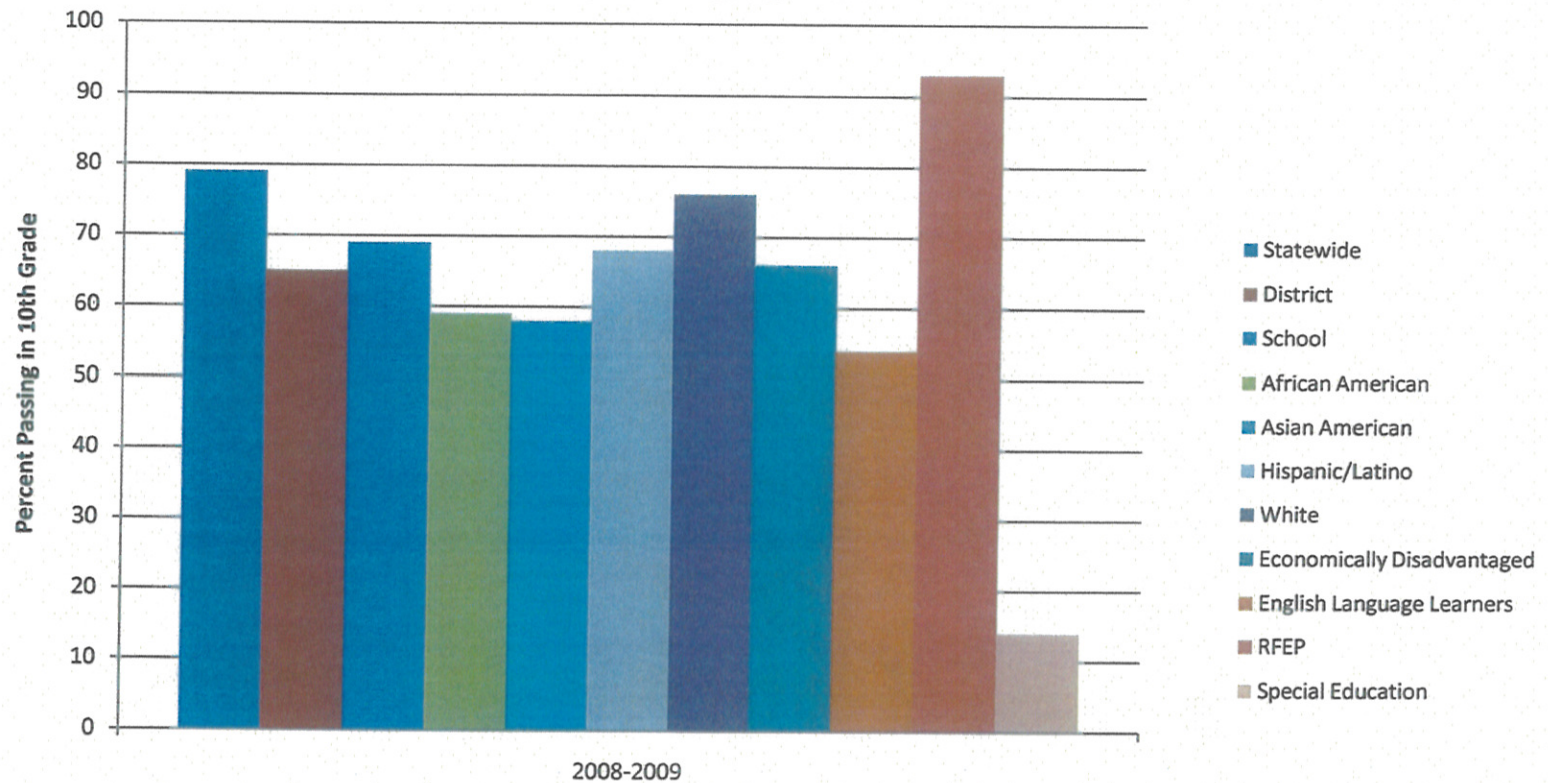


According to the data above, which grades have the overall strongest and weakest student achievement?
Which grades have the largest achievement gap?

Highlands Academy, 2008–2009 Algebra I CST Proficiency

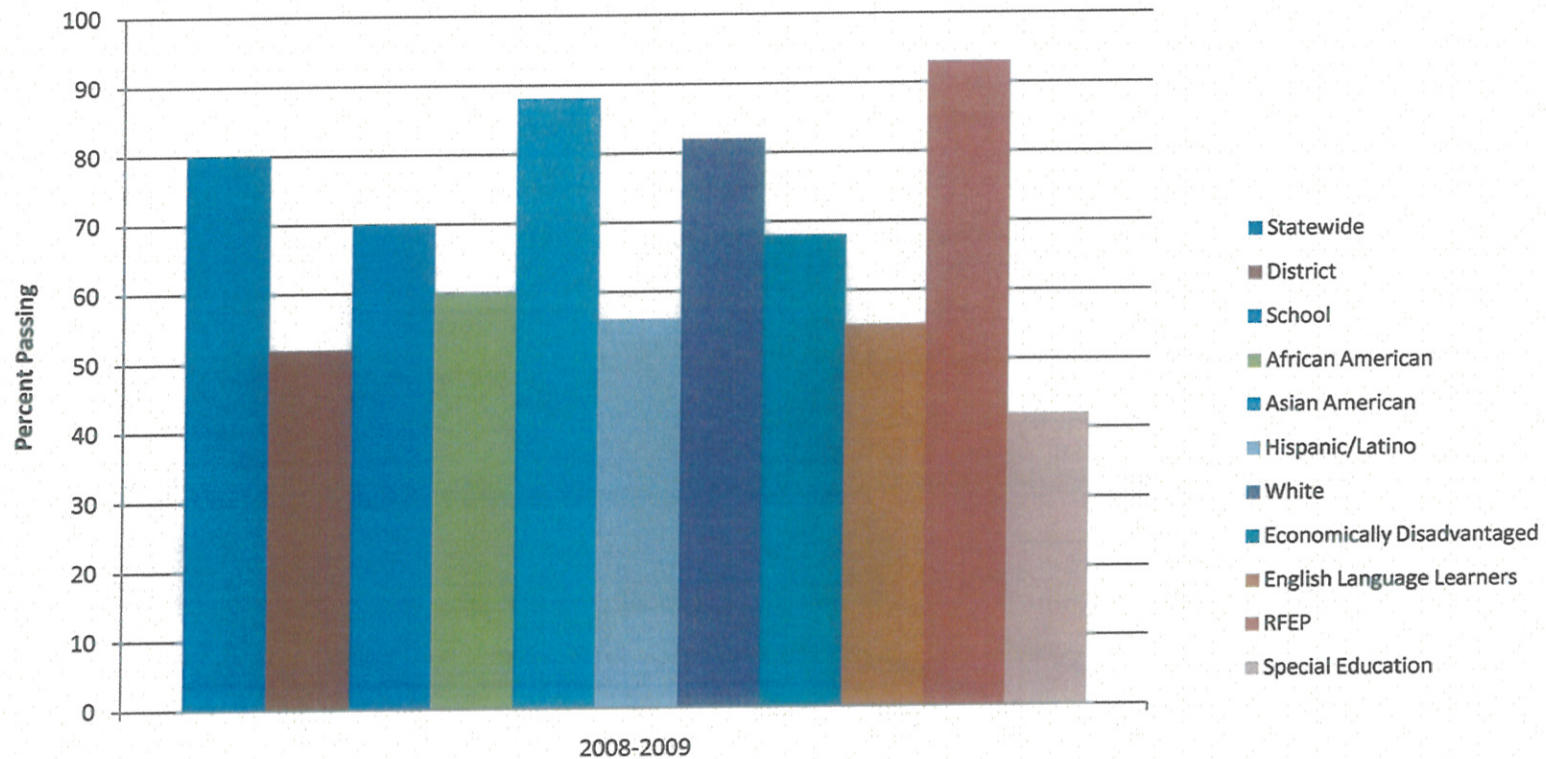


Highlands Academy, 2009 Percentage of Students Passing English Language Arts CAHSEE



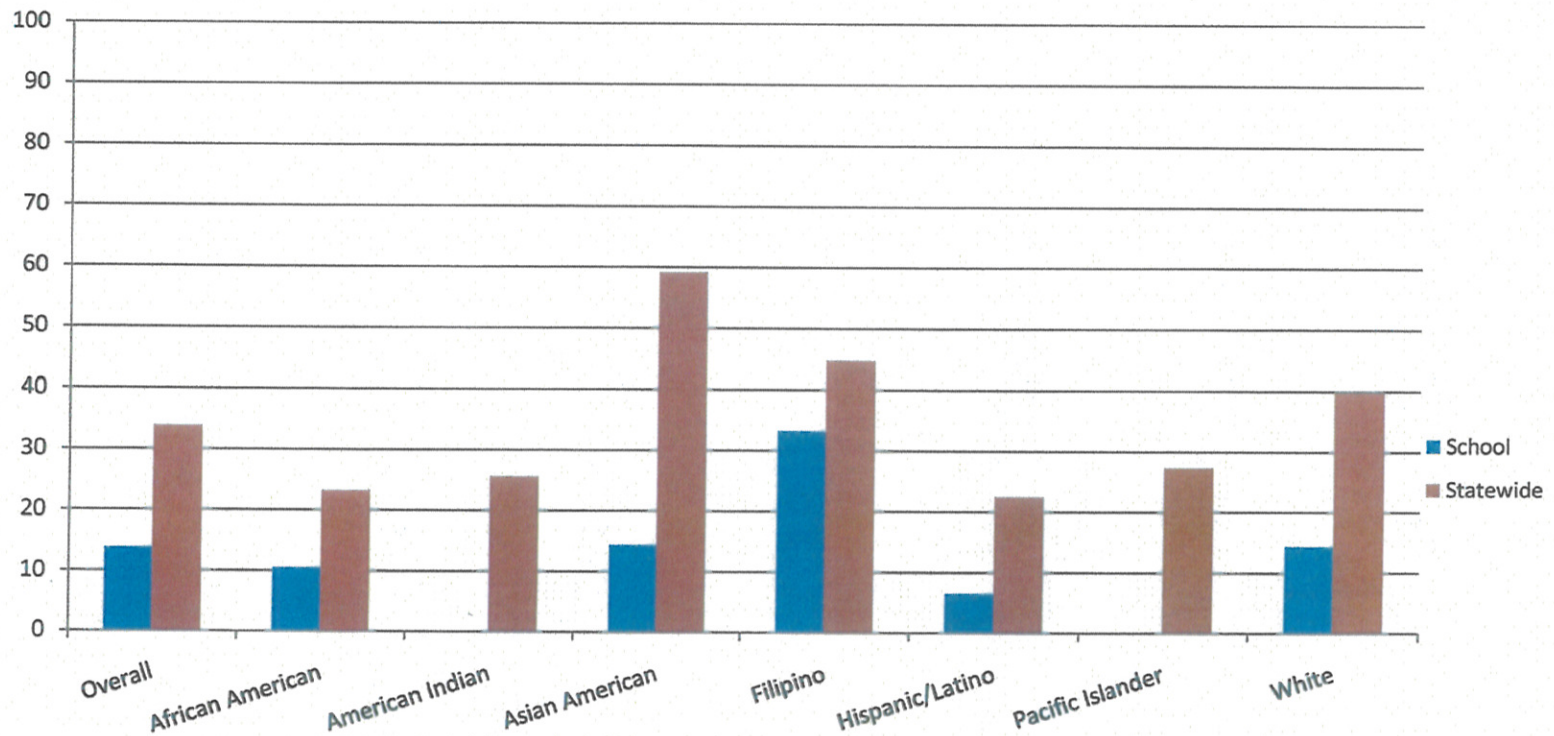
How are the CAHSEE and CST results similar? (Compare this chart to CST charts.)
Which subgroups have the highest/lowest rate of passing in 10th grade?

Highlands Academy, 2009 Percentage of Students Passing Mathematics CAHSEE



How are the CAHSEE and CST results similar? (Compare this chart to CST charts.)
Which subgroups have the highest/lowest rate of passing?

Highlands Academy, 2007–2008 Percentage of Graduates Completing "A-G" Requirements for UC/CSU Admission



How is the district doing with respect to providing opportunity for advancement to college as shown through "A-G" completion rates of its student subgroups? How well aligned is this data to CAHSEE, CST, AYP and API performance data? (Compare this chart to CAHSEE, CST, AYP and API data.) What is the district doing to encourage students to

Languages of English Learners at Highlands Academy

<http://data1.cde.ca.gov/dataquest/page2.asp?level=District&subject=LC&submit1=Submit>

Language	Percentage of EL Learners
Spanish	64.5
Russian	6.9
Ukranian	5

Percentage of ELL Students Redesignated to FEP

<http://data1.cde.ca.gov/dataquest/page2.asp?level=District&subject=LC&submit1=Submit>

	2006-2007	2007-2008	2008-2009
Statewide	9.2	9.6	10.8
Twin Rivers			
Highlands	8.3	8.2	6.1

CELDT Percentage Proficient

<http://data1.cde.ca.gov/dataquest/page2.asp?level=District&subject=CELDT&submit1=Submit>

	School	District	State
Beginning	6.00%	7.00%	9.00%
Early Intermediate	12.00%	15.00%	30.00%
Intermediate	27.00%	34.00%	37.00%
Early Advanced	38.00%	31.00%	15.00%
Advanced	16.00%	13.00%	8.00%

CELDT 2008–2009 Breakdown

	Overall for school	Receiving Special Ed Services
Beginning	6.00%	21.0%
Early Intermediate	12.00%	25.0%
Intermediate	27.00%	36.0%
Early Advanced	38.00%	14.0%
Advanced	16.00%	4.0%

ELA CST Results—Percentage proficient and above

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade
District	40	32	31	29	25
School	21	24	29	32	31
African American	18	12	20	22	19
American Indian					
Asian American	21	15	50	27	
Filipino					
Hispanic/Latino	17	25	23	28	30
Pacific Islander					
White	25	28	38	42	32
Economically Disadvantaged	20	23	30	28	26
English Language Learners	8	10	13	9	7
RFEP	39	56	64	87	57
Students w Disability	4	6	4	3	4

Students Proficient and above on Math CST

Math CST

	7th Grade	8th Grade (General Math)
District	35	18
School	10	17
African American	0	5
American Indian		
Asian American	14	
Filipino		
Hispanic/Latino	10	16
Pacific Islander		
White	15	18
Economically Disadvantaged	9	13
English Language Learners	8	12
RFEP	28	
Students w Disability	2	9

Algebra 1	8th Grade	9th Grade	10th Grade	11th Grade	Overall
District	37	11	3	3	14
School	11	6	5	0	5
African American		0	0	0	1
American Indian					
Asian American					7
Filipino					
Hispanic/Latino	12	6	0	0	6
Pacific Islander					
White	9	10	10	0	8
Economically Disadvantaged	14	6	4	0	6
English Language Learners	0	3	0		1
RFEP	42				37
Students w Disability		0	0	0	2

CAHSEE Graph

10th grade Pass rates, CAHSEE

ELA

	2008-2009
Statewide	79
District	65
School	69
African American	59
American Indian	
Asian American	58
Filipino	
Hispanic/Latino	68
Pacific Islander	
White	76
Economically Disa	66
English Language L	54
RFEP	93
Special Education	14

Math

	2008-2009
Statewide	80
District	52
School	70
African American	60
American Indian	
Asian American	88
Filipino	
Hispanic/Latino	56
Pacific Islander	
White	82
Economically Disa	68
English Language L	55
RFEP	93
Special Education	42

Percentage of Graduates Completing A-G Requirements for UC/CSU Entry

2007-2008	School	Statewide
Overall	13.7	33.9
African American	10.5	23.3
American Indian	0	25.7
Asian American	14.3	59.2
Filipino	33.3	44.8
Hispanic/Latino	6.5	22.5
Pacific Islander	0	27.4
White	14.3	39.8

Percentage of Graduates Completing A–G Requirements for UC/CSU Entry

2007-2008	School	Statewide
Overall	13.7	33.9
African American	10.5	23.3
American Indian	0	25.7
Asian American	14.3	59.2
Filipino	33.3	44.8
Hispanic/Latino	6.5	22.5
Pacific Islander	0	27.4
White	14.3	39.8



May 24, 2010

Frank Porter
Superintendent
Twin Rivers Unified School District
3222 Winona Way
North Highlands, CA 95660

Dear Frank,

Please accept this letter as official confirmation on behalf of Pivot Learning Partners to partner with Twin Rivers Unified School District in its application to the federal School Improvement Grant (SIG) program. We are fully committed to providing the necessary human and technical resources to help turn around Twin Rivers' lowest-performing schools.

We also see the SIG partnership as an opportunity to continue to build on the good work we have accomplished together in partnership to build instructional and leadership capacity for Twin Rivers' teachers and administrators to institute the systems, processes, and structures needed to raise student achievement and narrow achievement gaps. With a fifteen-year track record of turning around underperforming schools and districts through long-term partnerships with school districts across California, including TRUSD, Pivot Learning Partners is well-positioned to take on this significant effort.

Working together, we believe the SIG program carries the promise to transform schools into high-performing organizations that provide a high-quality education in which all students have equal opportunities to succeed.

It is with great enthusiasm that Pivot Learning Partners offers our full support to partner with Twin Rivers Unified School District.

Sincerely,

Merrill Vargo
Founder & Executive Director

Sacramento Office of Education County

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500
www.scoe.net

David W. Gordon
Superintendent

May 17, 2010

RECEIVED

MAY 21 2010

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Twin Rivers Unified School District

3222 Winona Way

North Highlands, CA 95660

TWIN RIVERS UNIFIED SCHOOL DISTRICT
CURRICULUM & ACADEMIC ACHIEVEMENT

Re: Support for ARRA School Improvement Grant

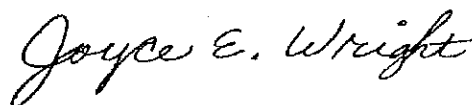
Dear Dr. Josephsen:

The Capital Region AVID Center at the Sacramento County Office of Education is pleased to write on behalf of Highlands High School of the Twin Rivers Unified School District.

Our office fully supports the efforts of the site and district in their application for a School Improvement Grant under the American Recovery and Reinvestment Act (ARRA) as they focus on creating the infrastructure and culture of College and Career Readiness, especially for those disenfranchised students who might not even think they could consider college or would be the first generation in their family to attend college.

We offer this letter of support to partner with you in the continued implementation of the AVID program, and to provide the professional development and ongoing guidance necessary to expand the AVID program as Highlands High reconfigures as a 9-12 site. Such support would extend to AVID-trained teachers and the incorporation of AVID methodologies into the high school's four K-8 feeder schools.

Sincerely,



Joyce E. Wright, Ed.D.
Assistant Superintendent
Instructional Support Services
Sacramento County Office of Education



Christopher Scott
Director
AVID Region III
Sacramento County Office of Education

cc: File

June 7, 2010

Frank Porter
Superintendent
Twin Rivers Unified School District
5115 Dudley Boulevard
McClellan, CA 95652

Dear Superintendent Porter,

The College Board is pleased to support Twin Rivers Unified School District's School Improvement Grant (SIG) proposal to transform Highlands High School.

Through a collaborative process that engaged district staff, external partners, and Highlands High School administrators, teachers, staff, students and alumni, Twin Rivers Unified School District has developed a strong reform plan focused on three major areas: (1) intensive intervention programs, teacher professional development and instructional materials; (2) building a positive school culture of student engagement and excellent teacher/student/family relationships; and (3) increased opportunities for students to learn, meet graduation requirements and be prepared for college and careers. Your plan not only addresses all required activities of the Transformation model. Most importantly, it has the exciting potential to significantly improve academic performance and educational outcomes of all students at Highlands High School.

The College Board looks forward to helping you meet your goals. As a strategic partner, we commit to:

- Providing vertical teaming professional development to Highlands High School educators to increase rigor and expand opportunities for all students (including English learners) to enroll in advanced coursework that is vertically aligned to college-level standards
- Supporting the successful and effective administration of the PSAT/NMSQT® assessment for all Highlands High School juniors
- Supporting the administration of AP® exams and the expansion of AP® access and success for Highlands High School students
- Providing PSAT®, SAT®, and AP® fee waivers or reductions to eligible low-income students to reduce barriers to college

As a non-profit membership organization with over 100 years of experience in connecting students with college success, the College Board is uniquely equipped to support Twin River's goals of preparing all students for college and careers. We have forged strong partnerships with

school districts throughout the nation to support excellence and equity for all students, particularly those who have been and continue to be underserved. We are excited to strengthen our partnership with Twin Rivers Unified School District to directly improve outcomes for the students of Highlands High School. Thank you for including the College Board in this important effort.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Al Mijares', with a stylized flourish at the end.

Al Mijares
Regional Vice President
The College Board, Western Regional Office



May 18, 2010

Dear Partner,

This letter is to support Highlands High School's application for a School Improvement Grant. In particular, SAYS (Sacramento Area Youth Speaks) is eager to work with Highlands High School throughout the 2011-2012 academic year.

SAYS is a program in the UCD School of Education CRESS Center that supports the improvement of underperforming schools through student engagement, curriculum development, and teacher professional development.


At Highlands High School, SAYS will foster a culture of learning and literacy in both the classroom and school. Spoken word performance poetry will serve as a basis for student engagement and expression within the curriculum.

Furthermore, SAYS will provide Professional Development to teachers in three key areas: Artistic Development, Pedagogical Innovation, and Cultural Relevancy. These topics will give particular attention to strategies that will help teachers successfully educate at-risk and under-served student populations. Trained SAYS poet-mentors will be placed inside the classroom as coaches to work in partnership with the classroom teacher, developing and implementing "cutting-edge," student-centered lessons.

Altogether, SAYS utilizes best practices to create a meaningful and rigorous praxis that increases student achievement.

We look forward to working with Highlands High School.

Sincerely,


Dr. Vajra Watson
Director of Research & Policy for Equity
UC Davis School of Education CRESS Center
One Shields Avenue, Davis, CA 95616
vmwatson@ucdavis.edu
530-370-2889

Twin Rivers – Pivot Learning Partners
DRAFT Budget/Contract Addendum for Highlands SIG Support

PLP Service – <u>Phase One</u> Grant Application March – May 2010	Cost	Consultant
Planning mts for Grant Transformation model (see timeline)	\$12,188 for 65 + hours 30 + hours for 2 + consultants (\$1500/day)	Ray Tolleson, Plead Elva Young, writer Angela Watts
Writing the grant	\$5000 (\$1000/day – 5 days)	Elva Young
On-line DAS	\$650	Leah Barta
On-line APS	\$650	Leah Barta
Facilitate parent mtg.	\$750 for 4 hours (\$1500/day – 4 hours for 2 consultants)	Ray Tolleson Angela Watts
Facilitate staff mtg	\$375 for 2 hours for 1 consultant	Angela Watts
Total – Phase One	\$20,000	
PLP Service – <u>Phase Two</u> Summer Planning June-Aug 2010	Cost	Consultant
Planning and Delivery of 5 day August 2-6 Retreat •best practices for transforming schools •change management	\$4000/day 5 days \$20,000	TBD
Total – Phase Two	\$20,000	
PLP Service – <u>Phase Three</u> Implementation Aug 2010- June 2013	Cost	Consultant
Principal/Leadership Team Coaching	40 days @ \$1250/day \$50,000	TBD
Teacher Leadership PD	6 half days and 2 coach days \$16,000	TBD
Transformation/change management on-going PD support	10 days @\$1500/day \$15,000	See above
Consultant support for revised Teacher Eval system	10 days @\$1500/day \$15,000	TBD
Project Lead	10 days @ \$1500/day \$15,000	TBD
Monitoring Plan and Student Progress •working with LTeam to monitor plan, data analysis	10 days @ 1500/day \$15,000	TBA
Total – Phase Three	\$126,000	
Grand Total Phases 1-2-3	\$166,000	

PARENT INSPIRE GOALS

The Parent "Inspire" program provides parent education and leadership development, as well as early childhood education workshops for parents, administrators and teacher leaders in predominately underperforming/program improvement schools. Twin Rivers continues to refine and update the tri-leveled Parent Education and Leadership Development Program using a trainer-of-trainers model to build the capacity of schools to engage parents meaningfully. The program modules are provided in English with full interpreter services and breakout sessions in Spanish, Russian and Hmong.

"Inspire" Goals

1. Identify the needs of underserved families and help them understand their rights and responsibilities in the education system.
2. Develop parent leadership skills to support their children's education.
3. Build partnerships between community organizations, schools, and families.
4. Train parent leaders to work with other parents to effectively participate in local school reform efforts.
5. Inform parents about the provisions in No Child Left Behind (NCLB) legislation for parent participation—their rights and responsibilities.
6. Assist parents to communicate effectively with teachers, principals, counselors, administrators, and other school personnel.
7. Assist parents to become active participants in the development of school policies, planning, and improvement.
8. Assist parents to support their children's education at home and in the community.
9. Train parents to participate in state and local decision making.

All three levels of parent workshops are designed to provide parents with a strong awareness of California's school accountability system, academic content and performance standards, standards-based report cards, assessment, public school choice options, and supplemental service providers in addition to topics identified by parents (e.g., home learning activities, beyond high school opportunities and financial planning for college). The training not only provides parents with intensive learner-centered training in terms of time and performance expectations, but parents also receive on-going coaching and mentoring to support their individual learning. There is ample support to facilitate the development of a strong knowledgeable home, school and community collaboration team to guide the revision of parent involvement policies; parent involvement compacts, as well as, the Single Plan for Student Achievement and school improvement plan.

The services provided target low income, minority and/or LEP parents. Personnel use information from parents to improve services and home/school collaboration. Parents have consistently rated the 12 module Parent Education and Leadership Development program as outstanding or above average.



Parent/Guardian Survey (Spr. 2010) Highlands Academy of Arts & Design

Dear Parents/Guardians:

We would like to know your thoughts and opinions about Highlands, so that we can continue to improve our school and the quality of education received by your student. Please respond to as many of the topics below that relate to you and your student and feel free to add comments. Your responses will help us better serve you, your student, and our community. **DO NOT PUT YOUR NAME ON THE SURVEY; YOUR ANSWERS ARE CONFIDENTIAL.** Thank you for your time and help!

Please circle the rating that most closely describes your feelings. (n=37)

<u>Topics</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Not Sure</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
1. Highlands provides high-quality education.	8.1%	51.4%	21.6%	10.8%	8.1%
2. Highlands adequately informs me about the knowledge and skills my student needs to learn.	8.1%	40.5%	21.6%	18.9%	10.8%
3. Faculty and staff at Highlands keep me well informed about student academic progress.	16.2%	48.6%	8.1%	13.5%	13.5%
4. Faculty and staff at Highlands keep me informed about student attendance/behavior.	21.6%	59.5%	2.7%	8.1%	8.1%

What can Highlands do to improve in areas #1-4, above? Please explain: _____

5. I can easily reach (communicate with) my student's teachers and counselors when I need to.	24.3%	40.5%	13.5%	13.5%	8.1%
6. I can easily reach (communicate with) school administrators or specialists when I need to.	16.2%	45.9%	10.8%	18.9%	8.1%
7. Highlands administration, faculty, and staff listen to me and take into account my concerns about my student.	21.6%	40.5%	10.8%	16.2%	10.8%
8. I am well informed about school activities & programs.	21.6%	43.2%	10.8%	18.9%	5.4%

What can Highlands do to improve in areas #5-8, above? Please explain: _____

9. The amount of class work, homework, and tests and their level of difficulty are appropriate to my student.	16.2%	32.4%	32.4%	10.8%	5.4%
10. Teachers provide useful feedback to my students about homework, class assignments, quizzes and tests.	16.2%	35.1%	18.9%	21.6%	5.4%
11. My student is encouraged to write and/or problem solve in all of their academic classes.	8.1%	32.4%	35.1%	10.8%	10.8%
12. My son/daughter has good access at school to computer & internet technology.	18.9%	45.9%	13.5% ³	8.1%	8.1%
13. My student is provided enough support to catch up on her or his math, reading, or writing skills.	13.5%	29.7%	27% ³	13.5%	13.5%
14. Highlands provides a good variety of arts, technology, music, foreign language, and other elective classes.	18.9%	24.3%	29.7%	16.2%	5.4%
15. My students is given adequate opportunities to participate in sports and extracurricular activities.	29.7%	37.8%	21.6%	2.7%	5.4%

What can Highlands do to improve in areas #9-15, above? Please explain:

16. Discipline for students in general is fairly handled at Highlands.	13.5%	37.8%	24.3%	8.1%	10.8%
17. My student feels safe at Highlands.	10.8%	48.6	18.9%	10.8%	8.1%
18. Highlands has treated any discipline issues about my student fairly.	21.6%	51.4%	5.4%	10.8%	5.4%
19. My student generally has a good relationship with her or his teachers.	29.7%	51.4%	5.4%	5.4%	2.7%
20. Teachers have generally treated my student fairly.	18.9%	54.1%	8.1%	10.8%	2.7%

What can Highlands do to improve in areas #16-20, above? Please explain:

21. Highlands provides information about how I can support my student's learning at home and at school.	10.8%	35.1%	27%	10.8%	10.8%
22. I am made welcome when visiting Highlands.	37.8%	40.5%	13.5%	0%	2.7%
23. People at Highlands care about my child(ren).	27%	37.8%	16.2%	8.1%	2.7%
24. Overall, the grade I would give Highlands is	A	B	C	D	F
	16.2%	45.9%	13.5%	13.5%	5.4%

What can Highlands do to improve in areas #21-23, above? Please explain:



Notes

March 17, 2010
Room S-105

1. Welcome/Opening Comments
 - Mr. Hawthorne addressed staff discussed up coming events/good news
2. Principal Hawthorne/SIG Grant Update
 - Discussed possible SIG grant application
 - Money for SIG Grant
 - School Improvements
 - Possible models from CDE website
3. Department/Academy Updates
 - Third quarter discussion
 - Grading window
 - Finals
 - Instructional strategies/testing skills
4. Counseling/CST Updates
 - Reviewed upcoming plan for testing
 - Entire staff will be trained on STAR procedures
5. Department Collaboration
 - Staff moved into departments to collaborate





May 12, 2010 Site Meetings

1. Principal Hawthorne/SIG Grant Update/Feedback

- Gave staff direction to discuss and record as a department how module # 4 relates to Highlands High School and our community. Record strengths, weaknesses, opportunities, and threats of implementing module # 4 into Highlands High School and the community of North Highlands.

2. School Improvement Grant: Department Discussion

- What is an effective teacher?
- Strong trusting relationships with students
- Scaffolds lessons—doesn't make assumptions about what students know
- Competent in subject matter
- Flexibility, adaptability, ability to modify according to student needs, empathy
- Establish clear classroom procedures and hold themselves and students accountable to school and district policies.
- Collaborates
- Makes real life connections to subject matter
- Proper use of class time
- Effective and efficient pacing
- Checks for understanding often
- Creating a safe interactive learning environment
- Culturally responsive
- Attends most meetings including SST and IEP/ knowing students
- Set an example of behavior for students
- Pass back papers/assignments in a timely manner
- Uses assessments in order to guide or pace instruction (i.e.: re-teaching)
- Use supplemental materials—not just textbook
- High expectations for students, fellow teachers and admin.
- Participate in events/activities outside of classroom time
- What would an effective teacher's typical day look like?
- Show up prepared and on time
- Do not use cell phone
- Takes attendance in a timely manner
- Checks in with students
- Requires students to use daily planners

- Explains the agenda/goal for the day
- Checks email and responds—communicates effectively
- Having all materials ready for student learning
- Use of technology
- 0 period and CHARGE needs to be worthwhile classes
- Professional
- Under the chosen model for improvement, what should the school look like?
- Change schedule to block
 - 4x4
 - Look at different block models
- 2 Fully functioning computer labs to accommodate classes of 36 and includes a printer and is also available at lunch and after school—not just during class time.
- Library open after school
- Properly functioning and supplied teacher room
- Teacher lunch room
- Site tech person (stipend) to help with technical issues in a timely manner
- Proper textbooks and teacher editions
- Strong connection to the local community college (i.e. certificate/classes on site)
- Reading program/ reading specialist
- Departments develop programs for students' needs
- People who answer the phone in the office
- More 7th period options
- Counselor/ teen wellness center (maybe partner with Davis or Sac State)
 - Drug counseling
 - Counseling
 - Abuse
 - emotional
 - Gangs
 - Caregivers
 - Foster care
 - Grief
 - Peer mediators
 - Safe place for students
- What things do we need to change in our classrooms and throughout the school?
- Needs to be clean
- Student computers (station) in each classroom WITH a printer
- Climate control
- STORAGE!
- Updated functioning teacher computer
- Functioning and compatible technology
- Consistent rule enforcement
- Promotion of a college going culture/ Goal oriented expectations
- What is working? What should stay the same in our classrooms and throughout the school?
- Increase of the AVID program
- Athletics
- ENGLISH DEPARTMENT!

- Opportunity to increase teacher and school leader effectiveness through trainings and professional development.
- Alternative schedule (block or 4x4)
- Chance to interact with community (mentor programs, job shadowing, internships)
- Community based senior project/ community based learning
- Flexibility to design/implement new programs

Weaknesses:

- Staff needs to be included in decision making
- Lack of teacher leadership opportunities
- Lack of community involvement
- Requires staff/teacher to trust the effectiveness of the school leaders
- When will the design and ideas be put in place?
- Timelines and deadlines?

Opportunities:

- Opportunity to increase teacher and school leader effectiveness through trainings and professional development.
- Alternative schedule (block or 4x4, Flex schedule)
- Chance to interact with community (mentor programs, job shadowing, internships)
- Community based senior project/ community based learning
- Flexibility to design/implement new programs

Threats (what might hinder achievement):

- What is really going to change?
- This module is so vague that we fear current strategies are going to meet requirements (zero period, charge, etc.) and no real change will happen.
- District will control money rather than site
 - Will money use be seen in the classroom?
- School climate
- Teacher/student/community apathy
- What will change that we haven't changed already over the last 5 years
- Highlands' reputation/image
- Adversarial relationship between staff and admin.
- Consistency of rule enforcement (by all at Highlands)
- Lack of trust in staff by admin.
- Staff's abilities/talents are not put to use



Highlands High SWOT findings by department for Transformation Model

Math department

Strengths:

Willingness of our current principal to listen to ideas from educators and the community that can promote change

Weaknesses:

Model #4 is way too vague (no guidelines) for educators and administrators to build on

Opportunities:

Implement math classes to bring students to the level necessary to be successful in Algebra I and beyond

Implement benchmarks to require mandatory pass

Threats:

Poor communication from administrators to staff (lack of positive dialogue)

Lack of guidelines for behavior code and enforcement (non compliant, defiant, insubordination behavior of students, teachers, and administrators)

Lack of school made benchmarks to require mandatory pass to go to next level- regardless of academic grade

Social Science

Strengths:

Several years of work already to align curriculum to standards

Provide time for reflection on past practices to reinforce the positive or revise strategies that did not work

Flexible master schedule with possible 0 or 7th period to provide more instructional time

One campus will aid with planning and communication between teachers, departments, and administration

Remaining staff will be re-energized with the opportunities for change- been through the difficult years and ready for renewal

Weaknesses:

Requirement to use district pacing/assessment that are still not completely aligned to standards

District pacing (specifically in 11th US and 8th US) does not allow time to review test data and implement reteaching- we must constantly march forward

Teachers have too many different prep to be effective and focused- always running to set-up or switch to a different set of standards for the next class

No incentive for good student behavior or achievement

No time has been spent to focus on the discipline problems only on teacher instructional issues

Top down management discourages teacher participation

A lack of trust of administration and a lack of professionalism shown to teachers by administration

Social Science

Opportunities:

Possible small learning communities for students

Possible academy model

Increase outreach to parents

Grant money to provide supplemental materials and resources that are lacking

Review the early standards (US 11) to move through early material more quickly to have time to reteach

Smaller staff size gives more opportunity for voices and ideas to be heard and cooperative teaching

Threats:

Pacing guides are difficult to meet and hinder some student progress (below and far below basic students)

Too many teacher preps

Student conduct and behavior -- no consequences for disruptive students

General staff dissatisfaction with current administration as reflected in recent survey suggests that "change" is superficial and underlying distrust among staff still exists

Ineffective administration and a top down management style allows for no true classroom reform

Consultants, as observed over the last several years, have done nothing to improve instruction or school culture- just waste of money

Poor teacher morale hinders enthusiasm

World Language department

Strengths:

Good collaboration and consistency in many departments. Willingness to always improve in many departments. Community is willing to work with the school to bring about improvement. Our community wants HHS to succeed.

Weaknesses:

Lack of academic focus. The first 3 weeks are almost wasted due to scheduling changes. The last 3 weeks are almost completely wasted. No finals schedule, no access to computer labs, or library

Opportunities:

Chance and actual money to really create good programs. Hopefully this will open the eyes of some teachers and they will realize that these changes are for the better and will embrace them

Threats:

Low morale and unwillingness to change in some staff members. Low spirit in students. Inconsistency in some departments. Big staff changes. Large class sizes

Special Education department

Strengths:

Student focused (for achievement) ties to the community, parents feel more ties to community than school, instructional reform, increase new class offers, selections, increase attendance, actual grants force to do these things

Weaknesses:

Changes are not specific, too broad.
Research that supports models/
Teachers need to feel a part of this or wont work
Teacher s don't have enough tools
Frustrations of leaders/teachers
Overwhelmed, time to teach, anxiety

Opportunities:

More connections, things in place to prevent drop-outs, Fs,
Admin and teachers work together for common goal, collaboration
Possible houses, tribes

Threats:

Attitudes not on board
Atmosphere of apathy, disconnections, no sense of community
Teachers have lack of connections with kids
Admin style not conducive to staff collaboration
Need sense of community with staff and admin

English department

Strengths:

Opportunity to increase teacher and school leader effectiveness through trainings and professional development
Alternative schedule (block, 4x4)
Chance to interact with community (mentor programs, job shadowing, internships)
Community based senior project/community based learning
Flexibility to design/implement new programs

Weaknesses:

Staff needs to included in decision making
Lack of teacher leadership opportunities
Lack of community involvement
Requires staff/teacher to trust the effectiveness of the school leaders
When will the design and ideas be put in place?
Timelines and deadlines

English department

Opportunities:

Opportunities to increase teacher and school leader effectiveness through trainings and professional development

Alternative schedule (block, 4x4, Flex schedule)

Chance to interact with community (mentor programs, job shadowing, internships)

Community based senior project/community based learning

Flexibility to design/implement new programs

Threats:

What is really going to change?

This model is so vague that we fear current strategies are going to meet requirements (zero period, CHARGE, etc) and no real change will happen

District will control money rather than site

Will money use be seen in the classroom?

Teacher/student/community apathy

What will change that we haven't changed already over the last 5 years

Highlands's reputation/image

Adversarial relationship between staff and admin

Consistency of rule enforcement (by all at Highlands)

Lack of trust in staff by admin

Staff's abilities/talents are not put to use

Highlands High School SIG Application Meeting

AGENDA

Conf. Rm. C-431

MAY 19, 2010 1:00 pm

- Welcome, introductions
 - Review requirements & permissible activities of Transformation Model
 - Review summary of School Improvement Grant application
 - Discuss key negotiable elements of Transformation Model
 - Agreement on next steps
-

Notes from May 19 meeting with TRUE members on SIG application components

Present:

Mr. Frank Porter, Superintendent, Twin Rivers Unified School District
Dr. Ramona Bishop, Associate Superintendent, Curriculum & Academic Achievement
Ms. Patty Smart, Associate Superintendent, Human Resources
Mr. John Ennis, President, Twin Rivers Unified Educators
Mr. Paul Le Francois, Lead Negotiator, Twin Rivers Unified Educators
Mr. David Oshige, Representative, California Teachers Association
Dr. Kathryn Josephsen, Executive Director, Highlands Neighborhood Network
Mrs. Ramona Duran, Coordinator, Highlands Neighborhood Network

Summary:

- After welcome & introductions, Kathryn reviewed (with handouts) the proposal including all required elements and certain permissible elements that are written into the grant application.
- Questions were answered about the items that would be negotiated, with support for the improvement of Highlands High.
- There is a desire to complete the teacher evaluation agreement by early 2011 and discuss the definition of operational flexibility, discuss language on transfers/reassignments, professional development and other language
- District TRUE negotiators are willing to meet on these items and a date will be set for meetings.



Highlands High School

Better Together

Twin Rivers Unified School District

6601 Guthrie Street • North Highlands, CA 95660 • Office (916) 286-1708

Highlands is restructuring for the 2010-2011 school year. Highlands will have a school focus based on AVID (Advancement Via Individual Determination) teaching concepts and instructional strategies that will be integrated into each classroom as an expectation for all teachers. Also, Highlands will implement the 21st century skills integration with an emphasis on technology. Teachers will receive ongoing training and will be expected to use technology daily in their instruction. Department chairs will be needed to lead their department members in their instructional growth, guide and lead department members in learning new techniques, and ensure that quality professional development is delivered to teachers in their department.

Department chairs employed at Highlands for the 2010/2011 school year will be required to continuously implement, develop, convey, and or adhere to the following strategies and policies:

- Instruct and guide teachers using Robert Marzano's nine essential instructional strategies
- Instruct and guide teachers using AVID teaching concepts and strategies
- Instruct and guide teachers using Cornell Notes for all note taking
- Instruct and guide teachers using 21st century skills technology into daily lesson plans
- Ensure that department members receive updated agendas to department PD sessions
- Develop and monitor protocols for department collaboration PD sessions
- Ensure that notes and outcomes are developed following all department sessions
- Develop, implement, and assess all students within your department using weekly common formative assessments
- Develop intervention strategies for students within your department based on formative results
- Collaborate, create, and follow department created pacing guides
- Attend all district curriculum meetings pertaining to your department

By signing below, I have read and agree with all the policies and requirements of being a department chair and will strive to ensure that all the requirements are met within my department.

Print name: _____ Date: _____

Signature: _____



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Teachers employed at Highlands for the 2010/2011 school year will be required to continuously implement the following strategies:

- Instruct students using Robert Marzano's nine essential instructional strategies
- Apply AVID teaching concepts and strategies into lesson plans and instruction
- Use Cornell Notes for all note taking
- Implement 21st century skills technology into daily lesson plans
- Update School Loop on a daily basis
- Inform, contact, and log conversations made with parents regarding student progress
- Greet students at the door during all passing periods
- Teach for the entire class period, bell-to-bell instruction
- Incorporate differentiated instruction techniques into instruction
- Develop and implement common formative assessments used to assess students weekly
- Develop intervention strategies
- Collaborate, create, and follow department created pacing guides

By signing below, I have read and agree that I will implement the strategies and skills that are now the foundation of Highlands High School.

Print name: _____ Date: _____

Signature: _____

Highlands High School

Lesson Reflection Form

2010/2011



Teacher:	Period:	Date:	Course:
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1 Posted lesson objective: _____

2 Marzano instructional strategies observed (circled):

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers

3 AVID & differentiated strategies/methods used: _____

4 Checking for understanding strategies used: _____

5 Technology incorporated into lesson: _____

Comments: _____



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Course Syllabus Guidelines 2010/2011

You are expected to have a syllabus for every course you teach, including support classes. The syllabus is a document with an outline and summary of topics to be covered in a course. The following is a bulleted list of information that is essential to your course syllabus being cleared. If you require your students to pass a major assignment, for example a senior paper, science project, etc., please make the assignment and details very clear in your syllabus. The grading guidelines and weighting of grades are guidelines that all teachers are suggested to follow:

- Teacher contact information
 - Phone numbers, email, room number
- Grading policy
- Grading scale

Highlands High School Grading Scale Model

90%-100% = A
89%-80% = B
79%-70% = C
69%-60% = D
59%-0% = F

Highlands High School Weighted Grading Policy

40% - Formative Assessments
30% - Summative Assessments
20% - Class Assignments
10% - Homework/Other assignments

- Classroom policies/rules
 - Behavior consequences
- Parent signature/return slip
- Course description
- Homework/Class work policy
 - Including late assignment policies
 - Policy for projects or papers required for students to earn a grade. (Senior paper, science projects, etc.)
- Classroom procedures
- Intervention/help
- Materials needed

Please send your finished syllabuses to me. If all the guidelines are met, I will clear your name and you can send them home when ready. If you need further information please email me at Nick.Seiler@Twinriversusd.org.



Highlands High School

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Department Collaboration Notes

Department:	Date:
Attendees: _____ _____ _____	
Meeting Objectives: 1. _____ 2. _____ 3. _____	
Formative Assessment Analysis: Next common formative assessment _____	
Intervention Strategy: _____	
Pacing Completed Up To: _____	
Department Concerns: 	
Additional Comments: 	

Professional Development Dates School Year 2010-2011

Full Days 6.5 hours

- August 11th (Wednesday)
- One day of the following dates:
 - September 7th
 - September 10th
 - September 13th
 - September 17th

Opportunity for PD

- September 3rd (min. day for students)
 - PD from 12:30pm-2:30pm
- December 17th (min. day for students)
 - PD from 12:30pm-2:30pm
- April 15th (min. day for students)
 - PD from 12:30pm-2:30pm

Proposed PD Days

August 2nd-6th (Week prior to school starting)

Wednesday's 7:30-8:50

- August 18th
- August 25th
- September 1st
- September 8th
- September 15th
- September 22nd
- September 29th
- October 6th
- October 13th
- October 20th
- October 27th
- November 3rd
- November 10th
- November 17th
- December 1st
- December 8th
- December 15th
- January 5th
- January 12th
- January 19th
- January 26th
- February 2nd
- February 9th
- February 16th
- March 2nd
- March 9th
- March 16th
- March 23rd
- March 30th
- April 6th
- April 13th
- April 27th
- May 4th
- May 11th
- May 18th
- May 25th

Summary of comments by HHS teachers in departments

Effective Teaching Survey

Effective teachers use and implement the following:

- Weekly Assessments
- Objective is clearly posted and lessons focused on the objective
- Collaboration within department
- Scaffolds lesson
- Use of assessments to guide and pace instruction
- Able to use multiple instructional strategies
- Keeps up to date on educational research
- Maintains good communication with students, parents, colleagues, and the community
- Create a small learning community
- Reflect on lessons and modify according to student performance
- High expectations for students
- Checks for understanding often
- Makes real life connections to subject matter
- Requires students to use daily planners